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ABSTRACT

The Extended Day Program (EDP) provides before and after school day care service to children in public school buildings. This summative evaluation judges the degree to which EDP has met its goals and served its clients, and provides recommendations for program improvement. The evaluator observed each center over a 6-month period; distributed a questionnaire to EDP staff and public school staff to discover their opinions of the program; interviewed parents, principals, and staff; evaluated an orientation workshop; and videotaped selected program activities. Phase I of the report, February-May 1972, concluded that EDP did not meet its major objectives. Much of the failure lay with inadequate program planning and administrative weaknesses. The program continued, but time limits were suggested within which positive changes should occur. In Phase II, the summer EDP program was evaluated and also found inadequate. Recommendations were made regarding facilities, analysis of programming, and use of existing community resources. (DP)

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Final Report

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EVALUATION OF PORTLAND PUBLIC SCHOOLS EXTENDED
DAY CARE PROGRAM

December, 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

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ABSTRACT

The Extended Day Program provides day care service to the school-aged child before and after school in the school building. This is a summative evaluation to see how effectively the Extended Day Program is meeting its goals and serving its clients. The evaluator observed each school center over a six-month period, distributed a questionnaire to EDP staff and public school staff regarding their opinions of the program, interviewed parents, principals, and EDP staff, evaluated an orientation workshop and videotaped selected program activities. Phase I of the report, issued in June, 1972, concluded that EDP did not meet its major program objectives. Much of the failure lay with inadequate program planning and administrative weaknesses. Recommendations made included a suggested time limit.

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EXTENDED DAY CARE PROGRAM

Patricia J. Sposito

Metropolitan Area Community Coordinated Child Care Council
(4-C Council)

Portland, Oregon

December, 1972

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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PREFACE

This is the final report of an evaluation of the effectiveness of the Extended Day Program operated by School District No. 1, Multnomah County, Oregon, under contract from the Metropolitan Community Coordinated Child Care (4-C) Council. It combines the earlier report of the school year program (June, 1972) and the summer program and early school year observations of the 1972-73 year. The program is administered by the Inter-Area Office, School District No. 1. Extended Day Program began in the fall of 1970 and operates in ten* schools, nine of which are in the Model Cities area. It serves approximately 1100 children monthly.

Its purpose is to provide supervised care for school aged children before and after school.

Additional program objectives are:

To provide activities which will result in participating youngsters showing:

- improved use of leisure time,
- improved attitudes towards themselves
- fewer negative behavioral incidents
- improved physical fitness

To provide youngsters with enrichment, remedial and recreational activities in a setting that will help them benefit from the educational opportunities of the regular school program.

The evaluation originally was to measure the "effects of a child care program on student self-concepts, child behavior, and carry-over to in-school learning achievement." After the initial site observations by the evaluator, it was decided by the evaluator and the Evaluation Committee that this type of evaluation study was not feasible due to the nature of the program. The evaluator continued on-site visits and distributed a questionnaire to Extended Day Program staff and others to determine their evaluation of the program, and interviewed parents, principals, and Extended Day Program staff regarding the program.

The evaluation findings of the first phase report are in the Summary Sheet of Observations and Other Data, Section IV, page 26, as well as the section on questionnaire analysis. The Extended Day Program does provide supervised care for school-aged children. When the first evaluation report was made in June, 1972, the program in many centers was largely custodial and did not adequately meet other program objectives which relate to developmental activities. At that time the effectiveness of the program was influenced by administrative support problems. This was reflected in inadequate orientation of staff, lack of planning, limited assistance from 4-C Council and the Inter-Area Office to individual centers, lack of staff development, inadequate basic commitment, space, and support services.

In the June, 1972, report, recommendations were made for improvement in a number of areas (p. 28). It should be noted that the Portland district took the following steps to implement some of the recommendations before the final report was made in September:

* As of September, 1972, EDP is operating in only 9 schools since Holladay School is no longer in existence.

Preface (Continued)

1. Appointed to each building a director assigned especially for this program on half-time to full-time basis. Seven of the nine new directors gained prior experience in this program.
2. Planned and held a 3-day pre-service orientation workshop which was mandatory for all employees.
3. Provided planning time for the staff at each center on a regular basis. A monthly meeting to help with program planning is scheduled and conducted with the program coordinator and center directors -- (principals, as needed).
4. Received greater cooperation from most schools toward utilization of space and equipment.
5. Enrolled staff in course offerings at Portland Community College through 4-C to help meet some of their needs.

By the time of the final report, the first site visits by the evaluator in September indicated that the new directors were taking steps in the right direction. Furthermore, it was becoming apparent that the entire school district was developing a stronger commitment to Extended Day Care Programs and was taking steps to assure that the program is continuously strengthened, supervised, and improved. Still of concern was the need for more adequate space allotment in some schools; the development of greater parent and community involvement; the use of community resources (art centers, museums, libraries, etc.). Budget limitations make some of these very difficult.

One further recommendation was for the development of an on-going complete evaluation program. It is understood that such a program is planned for the current year and a report will be available in June, 1973.

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PHASE I

EXTENDED DAY PROGRAM

February--May, 1972

I. INTRODUCTION

Background

In the spring of 1970 the Director of Community Services of the Portland Public Schools Model Schools Area Office met with a Model Cities staff member and the Executive Director of the Metropolitan Area Community Coordinated Child Care (4-C) Council to submit a proposal for Supervised Child Care for School Aged Children. The proposal had been requested by the Metropolitan 4-C Council which was interested in providing day care services for school aged children before, after school, and during school vacations.

The original proposal of April, 1970, was to provide supervised care for school-aged children in four school centers in the Model Cities neighborhood--Humboldt, Sabin, Vernon, and Woodlawn. Shortly after the contract was signed in September, 1970, between the 4-C Council and School District No. 1, Multnomah County, Oregon, the program was expanded to ten school centers. This expansion was due to the addition of Model Cities funds as well as the in-kind contribution of the Portland Public Schools. The school system's Director of Community Services was assigned the responsibility for the Extended Day Program (EDP). All ten schools were in operation by October 1, 1970.

Need

In the Plan for Supervised Care for School Aged Children (see Appendix A) the need for this program is defined in the following way:

"The advent of programs creating employment and training opportunities in the target neighborhood has resulted in a significant number of children from single parent homes left without supervision during early morning and late afternoon hours. A recent informal survey indicates that an average of 100 such youngsters could be served in the ten school centers." April, 1970, proposal.

Originally, the EDP was designed to serve "Latch Key" children. The April, 1970, proposal states: "Generally, the program will provide supervised activities for youngsters whose parents are absent during early morning and late afternoon. ...The program will be operated on a care basis only to children whose parents are working or otherwise incapacitated."

However, in late 1970 new guidelines were proposed in the state plan for the operation of day care services. The new eligibility criteria for day care service were:

1. Employment or training of parent who is usually the caretaker.
2. Mental or physical illness of parent usually the caretaker.
3. Individual social or emotional needs of the child.
4. Help to the family around protective services.

These new eligibility guidelines were adopted by the Extended Day Program in the 1971 contract.

Another important aspect of eligibility focused on the financial guidelines for day care services. The state plan states: "A basic policy is that parents pay a reasonable proportion of day care costs. In order to provide for equitable treatment, a fee schedule is attached which will be uniformly applied in any community participating in the plan."

The 4-C Council Board adopted a resolution which exempts the Portland Public Schools from the collection of any fees. The State approved a waiver of fees and income determination for the Model Cities area in 1971. This background information is pertinent to the evaluation because some of the problems which arose at the beginning of the program still exist and affect the program operation.

II. AGREEMENT BETWEEN 4-C COUNCIL AND SCHOOL DISTRICT NO. 1, MULTNOMAH COUNTY, OREGON

Goals/Objectives

The objectives of the EDP as stated in the 1970 and 1971 proposals in the contracts between the 4-C Council and School District No. 1 are:

Program offerings must be attractive in nature to insure the voluntary participation of youngsters. If successful, the program will result in the turning of non-constructive and potentially explosive activities into constructive and productive activities. Participating primary youngsters will evidence:

1. Improved use of leisure time.
2. Improved attitudes toward themselves.
3. Fewer negative behavioral incidents.
4. Improved physical fitness.

Inter-Area Office

The Inter-Area Office has the administrative responsibility for the Extended Day Program in the Portland Public Schools (School District No. 1).

The goals of the Supervised Day Care Program for School Aged Children as stated by the Inter-Area Office are as follows:

TO: CHILDREN

1. To provide supervised custodial care for school aged children during the period before school, immediately after school and week days during vacation periods at various public schools.
2. To provide youngsters with enriched skill development activities that will help them benefit from the educational opportunities of the regular school program.

3. To provide youngsters with nutritious food during meal or snack time on operating days.
4. To help develop in the youngsters positive attitudes toward themselves to increase their self-esteem and aspiration levels.
5. To broaden the youngsters' cultural and recreational experiences.
6. To provide remedial services that should give the youngster additional foundations in basic skills needed in regular school programs.
7. To offer activities which will insure the voluntary participation of youngsters, creating desires for worthy use of leisure time.

TO: PARENTS

1. To provide parents the opportunity of becoming involved themselves in making decisions concerning the planning, operation and evaluation of the program.
2. To provide parents the opportunity to improve their competencies as parents through work with their children.
3. To give parents the opportunity to volunteer services to the schools in the operation of the program.

GOALS FOR INTER-AREA PROGRAMS IN RELATION TO SUPERVISED DAY CARE PROGRAM:

1. To provide principals and directors with coordination and monitoring to assume compliance with program guidelines.
2. To maintain, compile, and distribute reports as specified in the program guidelines.

Program

The Extended Day Program operates from 7:00 to 9:00 a.m. and from 2:30 to 6:00 p.m., Mondays through Fridays. No service is provided on legal holidays when schools are closed. However, the service is offered during vacation periods including summer.

The Agreement between 4-C Council and School District No. 1 proposed that a "variety of program activities will be conducted." Among the program activities will be the following:

1. Library, including homework assistance, recreational reading, film strip and motion picture viewing.
2. Physical Fitness, including intramural sports, dancing, and swimming.
3. Recreation, including table games and selected television viewing.
4. Arts and crafts.

5. Fine arts, including music, painting, drawing, and sculpture.
6. Youth organizational activities, including 4-H, scouting and others.
7. Other general activities designed to enhance self-concepts, improve personal grooming, and increase motivation and aspirations.

Other points included in the agreement pertain to staff and citizen participation. The 1970 proposal referred to the fact that the director would be a full-time person whereas in the 1971 proposal it states, "Each center will operate with part-time personnel."

In both proposals there is the requirement of a Parents' Advisory Committee that will advise the principal and project director in the areas of planning, operation, and evaluation. The functions of the committee are:

1. Provision of views of parents regarding needs of children.
2. Recommendation and development of program activities particularly suited to the needs of children.
3. Review of program activities with recommendations for change.

The 1970 proposal stated that five parents, two teachers from the regular school program and two staff assistants from EDP will constitute an advisory body at each center. The 1971 proposal states, "Each school named in this proposal has a Parent Advisory Committee."

III. EVALUATION

In the 1971-72 Extended Day Program contract the 4-C Council and School District No. 1 agreed to the need for program evaluation. The 4-C Council, with the assistance of the Evaluation Department of the Portland Public Schools, applied to the Department of Health, Education, and Welfare for a research grant to supplement the evaluation activities. The title of the evaluation proposal was, "Effect of a Child Care Program on Student Self-Concepts, Child Behavior, and Carry-Over to In-School Learning Achievement." Upon receipt of this grant the 4-C Council employed an evaluator to conduct this nine-month evaluation. An Evaluation Committee composed of the Assistant Superintendent for Evaluation, Portland Public Schools; the Intergovernmental Specialist, Portland Public Schools; and the Administrative Assistant, 4-C Council, were appointed pursuant to the requirements of the HEW Grant. The evaluation began February 23, 1972.

Because of the early closing of the schools (May 12, 1972) which affected the normal operation of the EDP, it was decided by the evaluator and the Evaluation Committee to begin on-site observations as quickly as possible. As a result the evaluator visited all ten schools by March 15, 1972, and presented her findings to the Evaluation Committee on March 17, 1972.

A. Preliminary Visits to Sites and Observations (See Summary Sheet on following page)

The narrative of the initial visits to EDP's is contained in Appendix B because this section of the report was already presented to various people. It is suggested reading, however, for anyone who is not familiar with it

SUMMARY SHEET
Extended Day Program Reports
March, 1972

SCHOOL	EDP Director	No. of Children	Staff	Attendance records	Space Available	Parent Advisory Committee	Program	Initial View of Effectiveness 1-5 (Note: 1 = best)
BOISE	Vic Rini	160-200	7 teachers 4 tchr. aides 3 subs: 1 tchr. 2 aides	Available 9/71--	Auditorium Gym Classrooms	Boise School Parent Council	1. Boise needs the extended day program. It provides the informal environment where teachers and students can develop new relationships. 2. Various activities: -leathercraft (5-8 grade) -reading lab -arts and crafts -shop (go-carts) -sports 3. Primary day care (K-4) painting, cooking, games, field trips, and arts.	2+
BUCKMAN	Bill Beck	86	5 teachers 6 tchr. aides 3 student aides	Available 9/71--	Gym(5-6 pm) Auditorium (2:30-6 pm) 3 Class-rooms	PTA Board	1. Child Care (K-4) activity-oriented non-graded 2. Mini-courses (5-8th) shop, home economics, typing, woodcraft 3. No remedial reading or math	3
ELIOT	Frank Luzzi*	35-40	7 aides: teacher & community *Mr. Luzzi is the only teacher on the staff	Available 9/71	Gym 1 Class-room (pm only)	Federal Programs Parent Advisory Council	Child care program only (K-3) -sports -Games -nutrition & cooking class (twice a week)	4

SCHOOL	EDP Director	No. of children	Staff	Attendance records	Space Available	Parent Advisory Committee	Program	Initial View: 1-5 (NOTE: 1 = best)
HOLLADAY	Mrs. Ruth Matlock	25-30	3 teachers 4 tchr. aides 2 student aides Substitute: 1 tchr.	Not sure	Gym Kitchen 2 classrooms	Same as Eliot's	1. Child care program (K-3) -cooking -arts and crafts -crochet -physical activities	5
HUMBOLDT	Earl Winchester	89	4 teacher aides 1 student aide 1 NYC	Available 9/71	Gym 1 classroom (3:30-6)	Humboldt School Parent Council	1. Child care program (Primary) sports, sewing, nutrition, arts and crafts, grooming, Cub Scouts, Camp Fire Girls 2. Tutoring (reading and math)	4
IRVINGTON -45-	Norman Bengel	110-175	6 teachers 2 tchr. aides 4 student aides	Available 9/71	Cafeteria Gym (5-6) Auditorium Reading Lab Typing room	Active EDP Parent Advisory Committee	1. Child care (K-4) arts, games, music, drama 2. Activities & classes (5-8th) typing, reading lab, drama, sports	2-
KING	Mrs. Delores Bowman	300-350	11 teachers 17 teacher aides	Only retain current month's records	Auditorium Gym 8 classrooms	Has its own EDP Parent Advisory Committee	Emphasis on activities which promote better self-image to children and enrichment activities to broaden their life experiences. -boys' cooking -gymnastics -drill teams -tennis -baton twirling -science -crochet -remedial -intramural reading -sports -Cub -Spanish Scouts -arts & crafts	1

SCHOOL	EDP Director	No. of Children	Staff	Attendance records	Space Available	Parent Advisory Committee	Program	Effectiveness 1-5 (Note: 1 = best)
SABIN	Charles Anthony	175	5 teachers 7 teacher aides 1 student aide	Available 9/71	Gym (3:30-6) 4 Class-rooms Library	EDP has Parent Advisory Committee	1. Child care (primary) TV, movies, Games, arts & crafts, story telling, cooking 2. Sports--intramural judo 3. No remedial reading or math	2- or 3+
VERNON	Mike Forzley	60	1 teacher 4 teacher aides 1 student aide 1 NYC	Available 9/71	Gym Cafeteria 1 room	EDP's own committee	Sports or arts and crafts, tutoring	5
WOODLAWN -4c-	Gil Damon	35-40	5 teachers including director 4 teacher aides	Not sure	Gym (1/2) 1 small room 1 class-room (2:15-3:15 p.m.)	PTA	Games or arts and crafts--Primary children only	5

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as the remainder of this report follows in sequence from the initial site observations.

When the evaluator submitted the report on the state of the Extended Day Programs in March, 1972, the Evaluation Committee responded by asking the evaluator to share these findings with the Inter-Area Office, which is responsible for the EDP in the Portland Public Schools, and the Cabinet of Portland Public Schools, composed of the superintendent, deputy superintendent, associate superintendents, assistant superintendents, area superintendents, executive assistant superintendent, directors, and budget officer.

In this process of dissemination of initial findings a response was made by the Superintendent's Associate for District Programs, whose office is responsible for the Inter-Area Office and consequently Extended Day Programs. His memo is in response to some specific points of concern raised in the evaluator's March preliminary report and subsequent meetings with the Inter-Area Office personnel. The memo includes recommendations and proposed action steps in response to the initial report (See Appendix F).

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B. Additional Visits and Observations (See Appendix C--Schedule of Visits)

FOISE

Afternoon Program: The primary day care program is located in the auditorium. It serves approximately 45 children daily. Activities consist of coloring, TV watching, card-playing, and free play. There are no room dividers so the noise level is rather high as a number of children just roam around competing for space and staff attention with those children who are involved in an activity.

After 5:00 p.m. the children have access to the gym where they can play games. On nice afternoons they often go to Unthank Park.

Morning Program: The primary day care begins at 7:00 a.m. in the auditorium. Most of the children played kickball with some boys shooting baskets into the garbage can. A small group of children were coloring books at a corner table. Balls were whizzing around the room as it is a confined space for so much physical activity.

Comments: The auditorium is used during the day by the school so it is difficult for EDP to claim the space as its own. There is a storage cabinet where supplies are stored but staff must remove EDP materials every afternoon.

Staff: The teacher aides who operate the program have not received training in how to work with children regarding activities, space utilization, or discipline. Two of the younger aides sat at tables the entire time I observed and never intervened with the children. The other teacher aides are all older women, some of whom have difficulty interacting with very active and noisy children. I never had the opportunity to observe the teacher who is responsible for the primary day care program--the aides seem to have the day-to-day responsibility for the operation.

BUCKMAN

Afternoon Program: The primary day care group meets in the cafeteria/auditorium. It serves approximately 25-35 children. Their activity focus is on arts and crafts, games and movies. There is large play space available.

Upper grade participants can select from the following activities: drama, typing, shop, and home economics. The drama class provides a very creative outlet as the instructors encourage the children to create and act from their own experiences.

Morning Program: EDP begins at 7:00 a.m. in the double gym. One gym has a fast game of Prison Ball which dominates the entire area; in the other gym boys play basketball. TV watching occurs in a small alcove adjacent to the second gym.

Small children who are too young to participate in these fast-paced

games have no other option than to watch TV or play around the edges of the gym. There is one supervisor in the play area from 7:00-8:30 a.m.

Comments: The primary day care program was beset by a lack of materials and a complete turnover of staff six weeks before school ended. The new staff had to cope with new jobs, limited knowledge of EDP, and a real control problem. Kids wander in and out of the cafeteria--sometimes leaving the school. The staff is quite concerned as to how it can better involve the children in program activities and spend less time searching for children who have left. Although the cafeteria is spacious, it also is somewhat of a thoroughfare between the gym and the school's main hall. The cafeteria is used by the regular school during the day so EDP is unable to plan program activities for more than a day at a time.

Staff: Shop, home economics, and typing classes are taught by Buckman teachers. Buckman EDP staff, which operates the remaining program areas, has good potential to develop a well-integrated community school EDP with training and planning time.

ELLIOT

Afternoon Program: Daily activities focus on games and recreation. There is a park adjacent to the school which is used for outdoor play on nice days. Otherwise, EDP meets in the gym. On Tuesday and Thursday afternoons a cooking and nutrition class is offered.

Morning Program: (See Preliminary Report in Appendix)

Comments: There was an incident one day about 4:00 p.m. where a custodian was quite negative about the cooking class operation. The children were in the gym hallway and had picked up their scraps and paste and dumped them in the garbage can. The custodian complained, "We had already emptied that can once." The staff said that custodians have been a problem in the program.

Staff: The instructor of the cooking class and the children prepared all the recipes on a hot plate and broiler oven. She worked with the nutrition team from Marylhurst in developing recipes that illustrated their weekly presentation. She interacted well with the children. The other staff provides satisfactory custodial care of the children but could benefit from training in activity offerings and program design.

HOLLADAY

Afternoon Program: Activities are games and recreation, cooking, painting/coloring, storytelling, and movies. Games are played in the gym or on the playground when the weather permits.

Morning Program: Activities begin with word games and puzzles in the teacher's classroom--a quiet time for the first arrivals. When more children arrive, they move to the gym. The teacher puts on some music

and then plays ball or a game with the children. Crayons and paper are available for those children who want a quieter activity. The atmosphere is much quieter which is probably due to the fact that these are younger children (K-3).

Staff: There was sizable turnover of afternoon EDP staff prior to spring vacation. Due to lack of sufficient funds it was decided to hire student aides (high school students) instead of teacher aides. The program changed greatly as the new staff was inexperienced with children. All of the staff with the exception of the morning teacher played a supervisory role--there was little or no interaction with the children. One teacher used her EDP time to grade papers and provided no direction to the aides. There was supervisory care but the staff would have benefited greatly from some training.

HUMBOLDT

Afternoon Program: The focal point for the day care program is the gym with program emphasis on games and recreation. Additional activities are offered ranging from grooming, tutoring, arts and crafts, and nutrition classes. However, the majority of children spend most of the time in the gym as do many of the staff. It is a very noisy, active place.

Morning Program: There are about 20 children who use the morning day care service. It meets in a classroom. TV watching, table games, and pool are the available activities.

Comments: Although the EDP offers a variety of classes, there is still heavy use of the gym. I would recommend that the gym be used as an organizational center for the day's activities with one group remaining for sports while the others go to smaller rooms for individual activities.

Staff: There is a real need for program reorganization and orientation of all staff. None of the staff are teachers in the school; several of the staff have real skills but need training in how to work with children. Some staff approach their job as basically custodial. The aide responsible for the A.M. program worked on a lesson plan the entire time--technically an adult was present, but there was no interaction between staff and children. When the children became unruly after this long period of inattention he used some strict, "put-down" disciplinary methods which exposed his own insecurity with children. The staff operates on a crisis basis because of insufficient planning and training time, i.e., the program runs them.

IRVINGTON

Afternoon Program: The two activities for upper grade children are drama and intramural sports. The drama group presented a program on "Fiddler on the Roof" through ITV and hoped to participate in a school assembly. Sports were focused on baseball and track.

The primary day care program continued its activities of games and arts and crafts.

Morning Program: Typing and a reading laboratory are available for the upper grades; quiet arts and crafts activities for the primary children. The reading instructor was ill the first morning I observed. The second time was in late April and most of the children had stopped coming. There were about 20 children who had participated regularly in the reading program.

Comments: The cafeteria where the primary day care is housed has to compete with heavy traffic from the playground. (Evidently, this was due to a broken door that could not be locked.) The cafeteria is spacious but program offerings were limited as the tables were all in position--the instructor had been told it was too much work to take them down each day. The primary day care needs some place of its own as it has a stable population of children who attend daily.

Staff: All of the staff with the exception of the primary day care supervisor are full-time employees at Irvington. The primary day care instructor was a very competent man who subsequently left the program to pursue a drama career. The student aides need training and more supervision than the teacher aides due to their age and inexperience. A recommendation: two adults plus a student aide would be best in working with the younger children.

KING

Afternoon Program: The primary day care (K-2) meets in a classroom between 2:15 and 2:30 p.m. Snacks are served; then table games, puzzles, coloring and painting activities are available. After 4:00 p.m. TV watching begins. Most children are picked up at 3:30 p.m. by older brothers and sisters. There are a few children who remain until 6:00 p.m.

Some second and third graders participate in the crochet class where they and others have made pants suits, dresses, and ponchos. There is also an arts and crafts class that meets three days a week for second through fourth graders and fifth through seventh graders. In addition, there is a drill team and baton twirling. The boys' cooking class is taught by a neighborhood volunteer--they were making cookies and had just completed an overnight camping trip where they had prepared all their own food.

Morning Program: The EDP begins at 8:00 a.m. with chorus and gymnastics.

Comments: The primary day care program needs to provide time for games and recreation of a more active nature than the classroom permits. Also, the staff needs to interact more with the primary children--less of a custodial role.

Staff: The majority of teachers and some aides teach during the regular school. However, there are some community people who work as aides or instruct in a skill. As more staff responsibility is given to non-school personnel, training and planning time will be more essential.

SABIN

Afternoon Program: Primary day care activities are: quiet games, coloring, clay, TV watching, and games and recreation after 4:00 p.m. Two afternoons a week an arts and crafts class is offered. Cooking had been discontinued since a nutrition program had begun.

Morning Program: The gym provides physical activities, i.e., basketball and kickball for approximately 25-40 children. It is really active as balls are flying all over. There is only one supervisor who spends most of her time adjudicating arguments over possession of balls. The smaller children huddle at corner tables to stay out of the way.

Comments: Upper grade children's involvement is primarily in sports activities so participation varies depending on the sport with the exception of the judo class which met on a regular basis throughout the year.

It is the 50-60 primary children who attend regularly who need real attention in offering more diverse, creative options.

Staff: The major responsibility for the operation of the primary day care program rests with three teacher aides and a student aide. The school hired several local people which provides contact between the program and the community. However, they need assistance in program planning, activities, and creative ways of working with children, including discipline.

VERNON

Afternoon Program: The program had changed considerably between the evaluator's first and second visits. Each afternoon now begins with an assembly of participants in the cafeteria who then disperse to various activities: basketball tournament, home economics, shop, leathercraft, games, and arts and crafts in the park. Alberta Park, across the street from the school, is used by the EDP in nice weather. There seemed to be enthusiastic student participation in all activities.

Morning Program: There is no morning EDP.

Staff: Several staff had been added to teach home economics and shop to boys and girls. About half the staff are now teachers. The non-school staff who supervises or instructs in EDP appear to have some potential that with additional training could produce a more diverse and active program.

WOODLAWN

Afternoon Program: Games and recreation plus arts and crafts are the activity offerings. The EDP serves first through fifth graders with a few older children participating.

Morning Program: Free play in the gym--usually basketball--is how EDP operates in the morning. A corner table with coloring and quiet table

games is available for those who don't want to be active. There is one supervisor until 8:00 a.m. when a school teacher aide arrives to set up for breakfast.

Comments: The small music room is totally inadequate to house all of the day care children. It certainly can be used by a smaller group but some other space needs to be located before the gym is open.

Staff: Woodlawn has very good aides who only work in the EDP. They play with the children, interact, counsel, befriend, and still retain their adult authority with the children. One of the aides who has been with the program the two years is also a community resident and knows the parents well. The school staff provides supervision and some counseling as well.

This program could benefit from total staff training and planning time to capitalize on individuals' inherent skills.

C. Conversations with Parents, Principals, and Staff

PARENTS

The EDP or Latch Key was begun to meet two needs: those of children who had no one at home to care for them and parents who for reasons of employment, training, or illness needed a place to leave their children. It was necessary to talk with parents to see how they view the EDP.

Because most schools do not include any significant number of EDP parents on their Parent Advisory Board, discussion between the evaluator and parents occurred at special meetings, by telephone, and during the EDP when parents picked up their children. The evaluator made no attempt to obtain a random sample but talked with any available parent.

Thirty parents from eight out of the ten schools (exceptions: Sabin and Vernon) participated in various discussions. Most of the parents were working parents whose children attended EDP on a regular basis. A profile of one parent might serve to illustrate the nature of the clientele who use this service:

Mrs. X has two girls, ages 5 and 7; the older one has been in EDP two years. Mrs. X is a single parent who is in her last year of nurse's training. She said, "If it weren't for EDP, I'd never have made it." She leaves for work and school at 6:30 a.m.--a neighbor comes in to feed the children and put them on the bus at 7:10 a.m.--the girls participate in EDP until school begins. After school they attend EDP until their mother picks them up at 4:00 p.m.

Her girls have especially enjoyed cooking and nutrition. Their mother appreciates their learning cooking as she does not have the time to interact or teach her daughters these things. Mrs. X would like to see more activities like music, shop, and more emphasis on enrichment approach with the children. She had no major criticisms of the program and staff. It relieves her of worry about where the children are and financially, it would not be possible to work if it were not for this program.

Mrs. X's feelings are representative of the remainder of the parents. They need the service. They think the program is satisfactory because it provides supervised child care. A few parents suggested enrichment activities which would broaden the scope of the program but most parents have not visited the program at length and had few ideas to offer concerning program development.

Because most of the parents work, it is difficult for them to attend evening meetings as this is their only free time. It is important that if the Parent Advisory Committee makes decisions about the EDP that 1/3 of the board be EDP parents and staff. However for the parents who cannot serve on a committee, another approach might be followed. Most EDP staffs have one person who knows the families well. In the future it would be good to designate this staff member as the program-parent liaison and to free them from program responsibilities just to talk with parents from 5:00 to 6:00 p.m. when parents pick up their children.

PRINCIPALS

Principals have been involved in varying degrees in the EDP. However, because they are responsible for the school building operation most of them have been involved with the issues of budget, classroom space, custodian's time and selection of the EDP director.

Principals were informed of this program at its inception and most of them accepted it as a community necessity but an additional problem in its competition for school space. All ten principals were visited by the evaluator the third week in May in order to discuss the evaluation findings of this report.

Space is an issue in the operation of this program. EDP's begin from 2:15 to 2:30 in all schools and available space is at a premium until 4:00 p.m. as many teachers stay in their rooms to prepare for the next day. Competition for space is one reason some principals view EDP as a real headache. Priority is given to regular school demands on space and EDP has to cope with whatever else is available. In some schools principals have intervened to free up minimal space. In a few schools however, teachers have protested so much over the EDP use of their rooms that the principal has had to reduce space available to EDP.

Staff is another problem area. Most principals or EDP directors do not have access to recruiting people for EDP. Several principals suggested it would be helpful to have a central personnel committee or pool of qualified employees who could be referred to them when they have a vacancy.

Most principals are more comfortable if certified teachers or teacher aides already employed at their school work in EDP. These people are known and proven whereas outside personnel are seen as an unknown to be integrated into the school. In the integration process teachers often observe the EDP staff working differently with children and they are critical of what they see. So it is easier to use proven staff who already are part of the school team. If more outside personnel are hired for the EDP, integration is an essential factor in making the program go.

Most of the principals view EDP as a babysitting program. They think that a good job is done in providing reliable supervised child care. Containment and recreation are the two elements of the program. Some schools, however, include an enrichment component which is felt to be essential for the community they serve. Regardless of the program orientation, principals do not see EDP as part of their school--it is an appendage--a very necessary one, but it is not an integral part of the school.

Comment: It is possible to improve EDP through training, increased staff time, more dedicated, creative staff committed to EDP, but as long as the Portland Public Schools operates this program and school principals and staff do not accept this program as a legitimate extension of their own program, there is a limit as to how effective EDP can become.

OTHER STAFF

One issue that has never been resolved for most EDP directors is "Who is this program for?" Some directors are uncertain of the eligibility guidelines while others are concerned about the eligibility process, i.e., can we include kids whose parents won't make an income declaration on the application? As discussed in the introduction the establishment of eligibility was of concern to the Inter-Area Office and 4-C Council during 1970-71. The issue was resolved at that level but has never been communicated satisfactorily to the operational level of the program.

There is a waiver of income declaration and fee schedule for schools in the Model Cities area. EDP's must know that the children meet one of the four guidelines but the guidelines are broad enough that an EDP could decide on its own priorities with a parents' group and then admit children from those categories. EDP's have a blanket coverage under the waiver to accept any child without having to check out parents' income. Children must still be enrolled, however.

Another area of interest to EDP staff is training. Teachers have in some instances felt constrained in setting up inservice training for aides because of the fact that aides are not paid for training and planning time and second, that often the values of teachers and aides are quite different in how they interact with children. The fact that many community people have been hired just to babysit and that their jobs are not career-oriented also affects the supervisor's decision to offer training.

Principals, EDP directors, and teachers are agreed that training is essential for aides. The evaluator would point out though that orientation and training are equally important for EDP directors, principals, and teachers who have been asked to design and direct a program whose purpose, although dovetailing partially with regular school programs, is not the same as the public school program or teaching in the public schools.

The EDP staff, teachers and aides, are also concerned about their relationship with the regular school program. They are disturbed and upset when they can't use classrooms or they receive negative feedback from teachers about "those kids in EDP." They recognize that there is a gap of understanding that needs to be bridged but they need the support of principals, Inter-Area Office, and 4-C Council to bridge it.

D. Questionnaires (See Appendix D)

The questionnaire concerning EDP operation was sent to four groups of respondents: 1) EDP staff of teachers and teacher aides (some of whom are also full-time school district employees); 2) regular school staff (these respondents--5 teachers and 2 aides--were selected on the basis of random sampling); 3) community agents; and 4) principals. These four groups were asked to complete the questionnaire which was designed to elicit their observations about the operation of the EDP in their school and how the EDP affected children's behavior in the EDP and school program.

The ten schools with an EDP were sent questionnaires. The schools are: Boise, Buckman, Eliot, Holladay, Humboldt, Irvington, King, Sabin, Vernon, and Woodlawn.

LEVEL OF RESPONSE

	No. of Questionnaires Distributed	No. of Questionnaires Returned	Percentage
Extended Day Program Staff	130	105	81%
#Regular School Staff	90	51	57%

BREAKDOWN OF RESPONDENTS BY POSITION (%)

	Teachers	Teacher Aides	Other
Extended Day Program Staff	47%	42%	*11%
Regular School Staff	75%	14%	11%
*Other: Director of EDP P.E. teacher Librarian Music teacher			

#This number does not include responses from Boise School Staff.

GRADE LEVEL INVOLVEMENT OF RESPONDENTS

	Primary K-4	Upper 5-8
Extended Day Program Staff	52%	48%
Regular School Staff	60%	40%

There was 100% response from principals and community agents.

1. Program Objectives: Achievement and Effect on Children's Behavior in EDP and Regular School

In the contract the statement of the objectives of the EDP are listed:

- "1. To provide supervised care for school aged children in ten centers during the period before and immediately after school and in vacation periods.
2. To provide in each center attractive offerings to insure the voluntary participation of youngsters. If successful, the program will result in the turning of non-constructive and potentially anti-social activities into productive activities.
3. To provide activities which result in participating youngsters showing:
 - a. improved use of leisure time,
 - b. improved attitudes toward themselves,
 - c. fewer negative behavioral incidents
 - d. improved physical fitness."

Although these goals were stated in the contract and the guidelines for EDP directors, it was necessary to discern which of the objectives was emphasized in the actual operation of the program. Objective #1 implies a custodial approach with Objectives #2 and #3 a more developmental approach to working with children. The EDP staff was asked for its program emphasis. The principals and school staff were asked the same question to obtain their opinion of which objectives received more emphasis.

"Which of the following goals does the extended day program emphasize in your school?"

___ Custodial: Supervised
child care,
Games, Arts &
Crafts

___ Don't know

___ Developmental: Reading,
Arithmetic,
Typing,
Shorthand,
Sewing,
Library,
Spanish

TOTAL RESPONSE: (Some respondents checked both custodial and developmental.)
(3 groups)

71% Custodial
23% Developmental
6% Don't know

RESPONSE BREAKDOWN BY GROUPS

	<u>Custodial</u>	<u>Developmental</u>	<u>Don't know</u>
Extended Day Program Staff	75%	23%	2%
Regular School Staff	72%	13%	15%
*Principals	60%	10%	--

*Irvington, Sabin, and King principals marked both custodial and developmental.

The only schools which approach a significant difference on goal emphasis as viewed by the EDP staff were:

	<u>Custodial</u>	<u>Developmental</u>
Irvington	56%	44%
King	55%	45%
Buckman	64%	36%

Conclusion: The majority of EDP staff, school staff, and principals have developed a custodial program to meet Objective #1, to provide supervised care for school aged children.

Next the EDP staff were asked "To what degree has your program affected these four objectives?" (See Objective #3, page 14.)

TEN SCHOOL--EXTENDED DAY PROGRAM STAFF RESPONSE

	<u>Great Deal</u>	<u>Some</u>	<u>Combined: Great Deal and Some</u>
1. Improved use of leisure time	40%	56%	96%
2. Improved attitudes towards themselves	32%	61%	93%
3. Fewer negative behavioral incidents	28%	56%	84%
4. Improved physical fitness	33%	52%	87%

BY SCHOOL
PERCENTAGE MARKING "GREAT DEAL" TO VARIOUS OBJECTIVES

School	Improved Use of Leisure Time	Improved Atti- tudes Towards Themselves	Fewer Nega- tive Behavioral Incidents	Improved Physi- cal Fitness
Boise	70%	45%	50%	50%
Buckman	64%	42%	50%	10%
Eliot	50%	--	--	50%
Holladay	11%	--	--	20%
Humboldt	17%	17%	20%	20%
Irvington	20%	45%	20%	22%
King	56%	44%	23%	41%
Sabin	45%	38%	40%	55%
Vernon	--	--	29%	43%
Woodlawn	43%	29%	29%	14%

The staff was asked to relate personal incidents if they marked "Great Deal" in any of the four categories. (See Responses in Appendix.)

Conclusion: There is significant difference between the degree of effect--some and great deal--as evidenced by the ten schools' responses. However, individual EDP's responded with some high "great deal" scores which indicates some schools believe they have established program activities to achieve the stated objectives.

The next question attempts to determine whether these program outcomes, i.e., achievement of the objectives, affects the participating children's behavior and performance in the school.

"Do you think the Extended Day Program improves children's behavior in the regular school classroom?"

	Number of Respondents	Yes	No	Don't know
Combined response of EDP Staff and Regular School Staff	126	51%	48%	1%

BREAKDOWN BY SCHOOL AND EDP STAFF

School	Extended Day Program Staff			Regular School Staff		
	No. of Respondents	Yes	No	No. of Respondents	Yes	No
Boise	9	89%	11%	0	--	--
Buckman	8	75%	25%	2	--	100%
Eliot	4	50%	50%	2	--	100%
Holladay	10	--	100%	7	14%	86%
Humboldt	5	80%	20%	5	20%	80%
Irvington	10	90%	10%	5	40%	60%
King	16	81%	19%	5*	40%	40%
Sabin	8	88%	12%	6	--	100%
Vernon	6	83%	17%	7	--	100%
Woodlawn	7	57%	43%	4	--	100%
TOTAL	83	70%	30%	43**	14%	84%

**Don't Know -- 2%

* At King 20% marked don't know.

(See Appendix E for Staff Comments.)

Conclusion: There is a definite difference between the EDP staff's response and the regular school staff's response to this question. The schools' staffs do not see the EDP as having any carry-over effect in terms of improving children's behavior. Whereas, all of the EDP staffs see the EDP as improving children's behavior in the regular school classroom with the exception of Holladay. 47% of the EDP staff are also full-time teachers and teacher aides of the school district and would have the opportunity to observe behavior both in the EDP and the school.

The next question is an attempt to determine whether there is any carry-over impact between the enrichment and remedial program of the EDP program and the children's performance in the regular school program.

"The extended day program provides enrichment and remedial activities as well as recreational activities, in order that the children will benefit from the educational opportunities of the regular school program. We would like you to give us your own appraisal of how the extended day program actually affects the children of the school which it serves."

The extended day program staff and the school staff were asked to indicate the degree to which they believed the extended day program affected each of these criteria.

EFFECT ON CRITERIA

	Reading			Arithmetic			General Level of Attention in Class			General Level of Interest in School		
	% Resp.	"0"	"5"	% Resp.	"0"	"5"	% Resp.	"0"	"5"	% Resp.	"0"	"5"
EDP	61%	23%	6%	58%	25%	3%	63%	23%	13%	70%	12%	19%
School	53%	67%	--	49%	72%	1%	65%	61%	3%	69%	34%	6%

Conclusion: The EDP and school staff basically are in agreement that the EDP has had little impact on the academic performance of children in the regular school program. There is some difference between EDP and school staff as to the degree of impact on general level of class attention and interest in school but it is not significant. More school staff indicate stronger "0" impact than do EDP staff on the categories of reading, arithmetic, and general level of attention in class.

DEGREE EDP AFFECTS THE FOUR CRITERIA

Some Effect (1-4)

	Reading	Arithmetic	Attention in Class	Interest in School
EDP	70%	72%	64%	69%
School	33%	24%	36%	60%

Conclusion: In the response to the first three criteria the EDP staff definitely feels the EDP has some effect. Both the EDP staff and school staff indicate that the EDP has some effect on general level of interest in school.

2. Questions Concerning the Relationship of the Extended Day Program to the Regular School Program

- a. "Do you view the Extended Day Program as an integral part of your regular school program?"

TOTAL RESPONSE

Respondents:	<u>Yes</u>	<u>No</u>
EDP staff		
School staff	67%	33%
Principals		

RESPONSE BY CATEGORY

Respondents:	<u>Yes</u>	<u>No</u>
EDP Staff	79%	21%
School Staff	49%	51%
Principals	50%	50%

Conclusion: The EDP staff view their program as an integral part of the regular school program. However, the principals and school staff are almost equally divided between "yes" and "no" responses to this question. The principals and school staffs think that the school should continue to operate an EDP (see next question) and principals and community agents believe that it is an essential service to the community, but they do not see it as part of the school function of total education to the child. Only in one school, Holladay, does the EDP staff agree it is not an integral part of the regular school program.

- b. "Do you think your school and staff should continue to operate an Extended Day Program?"

TOTAL RESPONSE

Respondents:	<u>Yes</u>	<u>No</u>
EDP Staff, School, Principals, Community Agents	94%	6%

RESPONSE BY CATEGORY

Respondents:	<u>Yes</u>	<u>No</u>	<u>No Response</u>
EDP Staff	100%	--	--
School Staff	83%	17%	--
Principals	80%	10%	10%
Community Agents	88%	--	12%

Conclusion: All four groups are committed to the continued operation of the EDP by their school.

- c. (Mention had been made during site observations of the difficulty in acquiring sufficient space to operate the program.) So the following questions were asked of the school staff only.

- (1) "Do you allow teachers in Extended Day Program to use your classroom?"

<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
24%	49%	6%

- (2) "Do you allow teacher aides in Extended Day Program to use your classroom?"

<u>Yes</u>	<u>No</u>
22%	51%

- (3) "Do you allow non-regular school staff who work in Extended Day Program to use your classroom?"

<u>Yes</u>	<u>No</u>
20%	55%

- (4) "If yes, in what condition is your classroom the next morning?"

<u>Clean</u>	<u>Dirty or Disorderly</u>
12%	8%

Conclusion: From the responses to these three questions, the teachers are not allowing EDP staff, be they regular school teachers, teacher aides, or non-regular school staff to use their classrooms. There were some "written-in" responses that they would allow the use if they were asked, but they have not been asked. There are several schools that feel very strongly that when the classrooms have been used they are left in unsatisfactory condition. (See Comments--Appendix E) This continues to be an area of tension between the EDP staff and the regular school staff.

3. How Children Are Selected to Participate in Program

Who is selected does affect the direction of program objectives and activities.

- a. "Please indicate your priorities in selecting children to participate in the Extended Day Program." (Rank 1-4 with 1 = top priority. If all of equal priority, rank all "1".)

	Community Agents				Total EDP Staff			
	Rank				Rank			
	1	2	3	4	1	2	3	4
1. Because of employment or training the parent is not available.*	88%	-	-	-	91%	2%	2%	4%
2. Because of mental or physical illness the parent is not available.	17%	-	50%	33%	64%	5%	20%	11%
3. Individual social or emotional needs of the child.	57%	43%	-	-	67%	23%	6%	4%
4. As part of help to the family around protective services.	17%	-	33%	50%	55%	10%	13%	22%

* 7/8 community agents ranked No. 1 as "1" = top priority, 1/8 community agents ranked No. 3 as top priority.

Conclusion: The EDP staff agree with the community agents that guideline No. 1 has top priority in selection of participants. Guideline No. 3 is the second highest priority of both groups.

Over half of the EDP staff assign top priority to guidelines No. 2 and 4 but they are of less importance than Nos. 1 and 3. The community agents assign low priority to guidelines No. 2 and 4 which could be a result of less involvement with the selection process.

4. Relationship of Community and the Extended Day Program

- a. "Do you think the community views the Extended Day Program as an essential service?"

Principals and community agents responded to this question with 100% "yes". Instead of responding "yes" or "no", the community agent from Sabin commented, "I've received no negative ideas."

The second question involves the role of the community agent. The community agent is not employed in the EDP at each school. However, because of their over-all function in the school, they were asked if they have been involved in the EDP program.

7/8 of the community agents indicated that they had been involved in the enrollment process of the EDP to some degree. Only the community agent from Eliot was not involved.

- b. "Please indicate what kinds of problems you've encountered?"

	<u>% of Community Agents Responses</u>
Parents won't sign application.	--
Lack of interest from families.	13%
Program does not serve all the kids.	50%
Program needs to start at 6:00 a.m.	25%
Other	50%

Comments:

"Income guidelines are ridiculous, not at all applicable, very unwise."

"Not enough supplies donated or not enough money to buy sufficient supplies."

"Not enough room, cooperation from custodial and teaching staff."

"The main problem would be lack of adequate space and rooms to run the programs."

- c. "What kind of community resources might help this program?"

In the contractual agreement it is suggested that schools can contract out part of their services to local community centers, art schools, swimming pool facilities or YMCA as well as encouraging the EDP to use other community resources in the program whether they're contributed or purchased. (See Appendix E for Community Agents' responses.)

Conclusion: Seven out of eight community agents have been involved in the EDP to some degree. (Humboldt and Holladay are the two exceptions--Humboldt, the community agent is also the director of EDP; Holladay, no community agent was listed in School Directory.)

Fifty percent of the community agents state that the fact EDP is not an inclusive program is a problem. In other words, it is not just an after-school program but is focused on serving children whose parents are not at home or who are selected as needing this service. Fifty percent of the community agents marked other problems (See Comments, page 22.) Their perception of problems in the EDP coincides with those of EDP staff.

5. Parent Involvement in Extended Day Programs

The proposal states that parents will play a definite role in the EDP. Each school shall have a Parent Advisory Committee whose function will be: provision of views of parents regarding needs of children; recommendation in development of program activities suited to needs of children; and review of program activities with recommendations for change. Another form of parental involvement has been employment in the program.

a. "What is the nature of parental involvement in Extended Day Program?"

	<u>EDP Staff</u>	<u>Community Agents</u>
1. Employed as teacher or community aide.	24%	88%
2. Volunteer teacher or aide.	15%	25%
3. Resource in community.	15%	25%
4. No role.	41%	13%
5. Other: (Please explain briefly)	5%	13%
EDP - Parents help with large groups at games.		
Community Agents - Some parents on Advisory Boards.		

b. "What is the frequency of involvement of parents involved in this program?"

	<u>EDP Staff</u>	<u>Community Agents</u>
Daily	19%	63%
Several times a week	8%	25%
Weekly	14%	--
Once a month	8%	--
None	51%	12%

Conclusion: There is considerable difference between EDP staff and community agents as to the degree of parents' involvement in program particularly in the area of employment. This difference may be due to the fact that the EDP staff actually employs the persons. Possibly the community agents may know how many employees are local residents and the EDP staff, which is largely composed of people from outside the community, may not know precisely which aides are community people. Parents are employed in the program, but they are not a majority of the staff.

Each school does not have a Parent Advisory Committee that is exclusively for the EDP so that employment of parents or parents who volunteer in the program is the only way they are involved in EDP.

6. Staff

a. "Who recruited you to work in the Extended Day Program?"

Principal	17%
EDP Director	62%
Other teachers	3%
Self	15%
Other	3%
(former EDP staff)	

b. "What was your motivation for taking this job?"
(This question was not limited to one response.)

Own desire to teach special interest class	36%
Extra money	40%
Community service	17%
Other	7%

c. "Now that you have been in the program, have you found advantages which have a carry-over effect in your daily classes?"

You understand children better.	39%
You have been able to control students better.	33%
Extended day activities have improved academic growth in school.	23%
Other: (Kids enjoy sharing drama experience with others in class and it generates interest and stimulates discussion.)	5%

d. "What are disadvantages?"

Length of day: too long and tiring.	32%
Inadequate materials and supplies.	18%
Inconsistent attendance--frustrating.	18%
Insufficient knowledge of other EDP's.	16%
Other:	18%

Comments:

Boise--"Extended day programs are in conflict with each other having to exclude students because of the failure to bring back their applications."

Buckman--"More understanding with staff and custodian to relieve pressures of space, cleanliness, and patience."

Eliot--"Custodians are not too cooperative; classroom teachers do not want others in their classrooms."

Irvington--"Lack of field trip money."

Woodlawn--"Lack of space."

Conclusion: These questions were to be completed by EDP teachers only who would usually be teachers in their respective schools as well. However, a few others responded who did not have the dual role of teaching full day in the school and in EDP as well.

Because almost half of the EDP staff (47%) are also full-time teachers in the schools, the motivation question is an important one. What would interest people in an overtime position? Extra income was the highest indication with desire to teach special interest class second--as some can teach after hours what is not a part of the regular curriculum.

Thirty-nine percent of the teachers felt that one carry-over effect of the EDP for them was better understanding of the children and 33% that they were better able to control students.

The disadvantages are varied--32% of the respondents felt the day was too long and tiring. The other issues that are mentioned were also brought out during individual conversations with the staff as persistent problems in the program.

IV. SUMMARY OF OBSERVATIONS AND OTHER DATA

	BOISE	MUCKMAN	ELIOT	HOLLADAY	HERRHOLDT	IRVINGTON	KING	SABIN	VERNON	MOOREHEAD
No. of Children Served	Primary-45 Upper- 100-150	86	25-30 K-3	25-30 K-3	89 K-5	Primary- 35-45 Upper-125	Primary-75 Upper-200	Primary-60 Upper- 75-100	Primary-50 Upper- 25-50	Primary- 35-40
I. ACHIEVEMENT OF GOALS										
A. Supervised care of school-aged children	Good	Fair	Good	Good	Good	Good/Excellent	Good	Good	Good	Good
B. To provide activities for participating children which will result in the following:										
1. Improved use of leisure time	100%	100%	100%	100%	100%	100%	95%	100%	86%	100%
2. Improved attitudes toward themselves	100%	80%	80%	89%	50%	100%	100%	92%	83%	100%
3. Fewer negative behavioral incidents	90%	92%	50%	78%	40%	80%	83%	90%	100%	100%
4. Improved physical fitness	80%	70%	83%	90%	100%	78%	88%	88%	86%	100%
II. ACTIVITY OFFERINGS										
Skill Development (Basic) Reading, Arithmetic, Writing, Physical (dancing, competitive sports)	Remedial Reading Competitive Sports	Competitive Sports	Sports	Some Language Skills	Tutoring Dancing Sports	Reading Lab Sports	Math Reading Raton Twirling Sports	Sports	Sports Tutoring	--
Skill Development (various) Typing, Shorthand, Art, Cooking, Sewing, Library, Shop, Drill Teams, Swimming	Arts & Crafts Shop	Typing Cooking Sewing Shop	Cooking	Arts & Crafts Cooking	Arts & Crafts Sewing	Typing Arts & Crafts	Arts & Crafts Cooking Typing Drill Teams	Arts & Crafts Cooking	Arts & Crafts Cooking & Sewing Shop	Arts & Crafts
Intellectual Development: Library reading, Spanish, Science, Lang., Arts (news-paper, drama) Field Trips	Field Trips	Drama	--	Field Trips	--	Drama Spanish (part of the year)	Spanish Science Field Trips	Newspaper Library Reading	--	--

*Percentages taken from EDP responses to this question on the questionnaire (combined responses: some and great deal). All other information derived from personal observations and judgment of the evaluator.

	DOISE	BUCKMAN	ELIOT	HOLLADAY	HUNTOLDT	IRVINGTON	KING	SABIN	VERNON	WOODMAN
Personal Development: Games & Recreation, Sewing & Cooking, Grooming, 4-H, Boy Scouts	Games & Recreation	Games & Recreation Sewing & Cooking	Games & Recreation Cooking	Games & Recreation Cooking	Grooming Boy Scouts Camp Fire	Games & Recreation	Games & Recreation Cooking	Games & Recreation Cooking	Games & Recreation Sewing & Cooking	Games & Recreation
III. EFFECTIVENESS OF STAFF										
A. Counseling	None Observed	Good	Fair	Fair	Good	Good	Good	Fair	Good	Excellent
B. Interaction with Children	Fair	Fair	Good	Fair	Fair	Good	Excellent	Fair	Good	Excellent
C. Skill with Children	Poor	Good	Fair	Fair	Fair	Good	Good	Fair	Good	Good
IV. PROGRAM DEVELOPMENT										
A. Training	None	None	None	None	None	None	None	None	None	None
B. Planning Time	None	None	None	None	None	None	None	None	None	None
V. ADEQUACY OF SPACE	Fair	Good	Fair	Fair	Fair	Good	Excellent	Fair	Fair	Poor
VI. PARENTAL INVOLVEMENT										
A. Parent Advisory Committee	None for EDP Uses Sch. Adv. Comm.	None for EDP Uses PTA	None for EDP Uses Title I PAC	None for EDP Uses Title I PAC	PAC-over half have children in EDP	None for EDP Title I PAC serves	Uses Title I PAC	School Adv. Committee I PAC	Uses Title I PAC	None for EDP PTA
B. Employee/Volunteer	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
VII. UTILIZATION OF COMMUNITY RESOURCES										
A. Parks	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
B. Community Centers/YMCA	No	No	No	No	No	No	No	No	No	No
C. Albina Art Center	No	No	No	No	No	No	No	No	No	No
D. Local Residents	No	No	No	No	No	No	No	No	No	No
E. Other Nutrition Team: Oreg. St. Ext. Service Marylhurst	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes

V. RECOMMENDATIONS

A. Program Development (Time Line: June-September, 1972)

1. It is recommended that program goals be identified and that program activities be developed to achieve the stated goals.
2. It is recommended that frequent and regular meetings between the EDP administrator (Inter-Area Office) and each school's EDP director be held to consider and decide on the following:
 - a. budget preparation as relates to program goals
 - b. operational problems
 - c. staff needs
 - d. training needs
 - e. pooling of program resources
 - f. transportation
 - g. program development
 - h. identifying community resources
 - i. orientation of directors to program goals and expected program outcomes
 - j. parent involvement
3. It is recommended that such meetings be continued throughout the 1972-73 contractual period on a frequent and regular basis concerning the program operation.

B. Staff (Time Line: June-August 15, 1972)

1. It is recommended that the EDP directors at each school be half-time to three-fourths time employees and that they have these qualifications:
 - a. commitment to EDP-day care program for school-agers
 - b. prior experience in day care, Head Start, after school programs, community center, YMCA, or recreational programs
 - c. competent administrator
 - d. knowledge of school and community
 - e. willingness to participate in inservice education
2. The following points are recommended for employment of other EDP staff:
 - a. That a core group of child care workers (job title for employees of day care centers funded through same funding sources as EDP/Latch Key) staff each school center.
 - b. That they be half-time employees with compensation for adequate planning and training time.
 - c. That job titles reflect function, i.e., group leader, instructor, counselor, food preparer.
 - d. That job qualifications be: commitment to EDP and prior experience in day care, Head Start, after school programs, community centers, YMCA-YWCA or recreational programs.
 - e. That full-time public school staff be considered as resource persons and employed to teach a specific skill in this program and not be given full program responsibility as director, supervisor of child care, or head teacher in addition to their full-time commitment in the schools.

- f. That sliding pay scale from \$2.50-\$6.50 an hour be established with periodic review of competencies as related to salary. Determination of initial salary rate would be job function and prior experience.
 - g. That EDP employees should have the option to receive those benefits available to other employees, i.e., social security, workman's compensation, medical and life insurance.
 - h. That liability staff insurance be expanded to cover adults responsible for program operation in the school.
3. It is recommended that a centralized referral source of potential employees be established to facilitate staff selection.
- a. It is recommended that a Personnel Committee, composed of representatives from the public schools, 4-C Council, and Model Cities, and parents of children in EDP, be established to review and recommend applicants for all positions to each school center.
 - b. That currently employed EDP staff, who are not full-time employees of the school district, as well as potential employees be encouraged to submit applications for the 1972-73 operation of the EDP to be reviewed by the Personnel Committee.

C. Training (Time Line: Initial orientation to be completed by beginning of 1972 school year. Training to continue throughout the year--Sept., 1972-Sept., 1973.)

- 1. It is recommended that all staff should be required to attend orientation and training as a part of their employment agreement.
- 2. It is recommended that the inservice training program for all staff should include the following:
 - a. Orientation, including a workable philosophy of EDP, and including a rationale for relating to, but not duplicating, the regular school program.
 - b. Planning an EDP, including meeting the needs of children for recreation, interest, instruction, and self-realization.
 - c. Involving regular school teachers as advisors, parents, EDP staff, and children in program development.
 - d. Viewing and discussing successful practices.
 - e. Record-keeping, attendance, etc.
 - f. Staff morale through consistency of policies and practices, staff meetings for problem solving, and planned periodic recognition of jobs well done.
 - g. Internal evaluation of program.

D. Inter-Area Office (Time Line: Contract Length)

- 1. It is recommended that the program administrator continue as a full-time position.
- 2. It is recommended that the program administrator be responsible for program development in cooperation with each school's EDP staff.
- 3. It is recommended that the program administrator work with 4-C Council, Portland Public Schools, and appropriate training agencies to establish training programs for all staff members.

4. It is recommended that the program administrator conduct frequent and regular meetings with the EDP directors of each school.
5. It is recommended that the program administrator be responsible for communicating all information pertaining to EDP to participating schools.
6. It is recommended that the program administrator be an individual knowledgeable of day care programs and committed to the goals of EDP.

E. Extended Day Program Relationship to School Program

1. It is recommended that in each school the EDP be assigned an office or classroom as its operations base.
2. It is recommended that the director of each school's EDP work closely with the principal and school staff to develop rapport with the EDP.
3. It is recommended that each school's EDP director provide information to the principal and school staff so that the EDP becomes an integral part of the school and is viewed as a part of the total program which serves the community.
4. It is recommended that each school allocate sufficient space for EDP activities.
5. It is recommended that additional custodial services be provided if necessary to prepare the school for the following day and that these costs be borne by the 4-C Council.

F. Parent Involvement (Time Line: By Sept., 1972, and during 1972-73 contract year)

1. It is recommended that each school EDP involve parents of EDP children in decisions concerning the planning, operation, and evaluation of the program.
2. It is recommended that this involvement be accomplished by the addition of at least five EDP parents to whatever Parent Advisory Committee already is in existence.
3. It is recommended that when special problems arise concerning EDP that the EDP parents form an ad hoc or sub-committee to work with the EDP staff to resolve the problems.
4. It is recommended that when a parent enrolls a child in this program that there be sufficient time during the intake process to inform the parent about the program or that a meeting be held to inform all parents about the nature of EDP.

G. Community Resources (Time Line: Contractual Length)

1. It is recommended that community resources be used such as public libraries, community centers, YMCA, Bureau of Parks and Recreation Program facilities, Albina Art Center, Salvation Army Red Shield Club, and private or community schools programs.

2. It is recommended that volunteers and employees be recruited from community residents, i.e., senior citizens, service clubs, youth groups, high schools, etc.

II. Evaluation (Time Line: Contract Length)

1. It is recommended that 4-C Council or an independent evaluator continue to monitor the program operation of the EDP.
2. It is recommended that each school EDP staff establish its own internal evaluation process so that they can monitor their own growth and development.
3. It is recommended that an annual report be submitted by the Inter-Area Office to the 4-C Council concerning the state of the program-- i.e., what are the conditions of the program and the program administrator's and EDP staff's responses to the conditions? How have they been resolved? This report should be submitted with the request for a proposal and budget for a contract renewal.

Phase II

SUMMER EXTENDED DAY PROGRAM

Introduction to Summer Program

The Portland Public Schools' Extended Day Care Program for school-aged children operates twelve months a year. The school-year program provides service before and after school (7-9:00 a.m. and 2:30-6:00 p.m.) five days a week. The summer Extended Day Program, however, operated 7:00 a.m. to 6:00 p.m. five days a week most of the summer.

The challenge to the Extended Day Program staff was how to provide a diverse, enriched and interesting summer program to children whose lives are spent in an institutional setting.

The long day and the nice weather are two factors which distinguished the Extended Day Summer Program from the school-year program. An additional factor was the absence of a school component for the children. However, this summer seven out of the nine schools provided summer school during the first five weeks (June 12--July 14, 1972) which the day care children attended. The exceptions were Boise and Vernon Schools which operated eleven hours daily all summer.

More space was available in the buildings because school was not in session the entire summer. Jobs were created due to the increased hours of operation. High school students (Neighborhood Youth Corps) and Career Opportunity Program aides were used to supplement regular staff in many schools. Transportation, food, and telephone services are other resources normally supplied by the school which were affected by school vacation.

Seventy percent of the summer staff were also employed in the school year program which provided a continuity between the two programs. Fifty percent of the children used the service during the summer as well as the school year. Both were spending the major portion of their time in the public school--another factor which affected programming.

Summer Program Description (See Summary Sheet--Appendix G)

Program

Most of the schools grouped the children by age and rotated hourly the groups through the activities. Breakfast, lunch, and snacks were served daily--there was usually a free time scheduled near each meal. Because of the long day, rest time was provided for the younger children.

Educational Activities

The program content included a range of activities. Boise, Vernon, Humboldt, and Woodlawn Schools provided tutoring in reading and math with Humboldt and Woodlawn teaching science classes also.

Arts and crafts, games and physical activities were the mainstay activities this summer as they are throughout the school year. However, the arts and crafts projects were of much higher quality during the summer. Tennis lessons were offered at Irving Park by a King teacher--Boise, King, Irvington, and Sabin Extended Day Program children participated.

Field trips were an important part of the summer program as most staff members recognized the importance of getting children out of the institutional setting as often as possible. Buckman, King, and Vernon, in particular, bused their children almost every afternoon, either on a recreational outing or an enrichment trip (See List of Community Resources--Appendix H). Eliot and Woodlawn were the only schools which did not have buses for trips but relied on use of staff members' cars which limited the number of outings.

Other unique features of the summer program were a "discussion group" at Woodlawn, a music class at Boise, and the physical activities classes at King. All of these classes were taught by new Extended Day Program staff members.

A COP aide at Woodlawn conducted open-ended discussions with 12 children, 5th through 8th graders. This age group's needs were not well met in the Extended Day Program so her class was an indication of a possible approach to pre-adolescents. Her goal was to provide an environment where all could participate in a discussion. They were free to discuss what they wanted. The aide only intervened to guide a lagging discussion or to encourage a silent member to talk. All the young people did join in and gained some confidence in their ability to contribute to a discussion.

The music class at Boise was taught by a professional singer who introduced the children to musical concepts of beat, tone, and rhythm through soul music and a combination of African and modern musical instruments. The children responded with enthusiasm to this creative class.

King's physical activities classes were well-planned, diversified and enjoyed by the children despite the difficult working conditions. The classes were taught in the afternoon and the gym was an "oven." The instructor and his assistant wanted to introduce the children to new games and sports. Their classes were a blend of familiar games with some new ones. Too often physical activities in Extended Day Programs means football, basketball, and baseball with little attention paid to other types of sports. Eliot also emphasized developmental games for young children this summer.

Results of the Summer Program

The summer program, like the school year program, was inadequately planned. The result was a repetitive program offering the same activities all year and a lack of program creativity. Although the Extended Day Program states that it will provide "recreational, educational, and enrichment" opportunities for school-aged children, it has not decided which of these goals to emphasize and at what times of the year. The program offers the "same old thing" partly because there is no time provided for staff members to plan a program, and because there is no clearly-defined program direction offered by the Project Coordinator.

Staff members who have good ideas often are defeated by a lack of materials or other resources. Several schools had no art supplies for half of the summer. Other schools wanted to take more outings but did not rent buses or vans because of budget limitations.

Staffing presented several problems. Almost all of the Extended Day Program directors were agreed that they would not use NYC students again unless they could screen them and the NYC workers were required to take a pre-service training session. NYC students were disruptive in many programs and the directors spent more time resolving arguments than on their other duties. In some schools COP aides integrated well into the program, while others treated the program as a joke failing to show up for work or "coffee-breaking" most of the work time. COP aides were responsible to the COP director so were not under the supervision of the Extended Day Program director.

The programs which served hot lunches all summer had a better response from the children than the schools which served only cold lunches. The cold lunch consisted of a sandwich, a vegetable, a cookie, and a piece of fruit. Staff members at Buckman, Humboldt, and Woodlawn commented that a lot of food was wasted as the children were tired of the monotonous diet, whereas, the hot lunches were varied enough to interest the children. There were a number of complaints about snacks--high in carbohydrates and lack of variety.

From July 17 to August 21 the regular school staff was on vacation. That means that the office was closed and telephone service was not available. Most schools provided some staff member to answer the phone so that parents and other program people could contact the center. However, Eliot and Woodlawn only had telephone contact in the mornings during summer school--from mid-July to mid-August it was impossible to reach them by phone, and Buckman only had telephone contact during the mornings. It is important in a day care program which serves families that telephone contact be available during all hours of operation.

Recommendations

1. Develop goals and a program which take into consideration the following factors:
 - a. It is summer and the nice weather permits outdoor activity
 - b. Many of the children are in this program year-round
 - c. Long days
 - d. Lack of educational enrichment program
2. It is recommended that all staff members who are hired for the summer, whether they are paid by the Extended Day Program or are NYC or COP workers, must participate in a pre-service orientation conducted by EDP center directors and other appropriate personnel.
3. It is recommended that each school center have bus transportation at least once a week for field trips or outings.
4. It is recommended that better coordination be instituted between the Extended Day Program center directors and the Portland Public School System regarding food service, use of office and telephones, use of space, i.e., requisition of building permits before the schools close for the summer.
5. It is recommended that a central file of community resources be established in the office of the project director to assist individual centers with names of volunteers, summer activities offered by parks and community groups, and cost of swimming and other sports.

TRAINING--PRE-SERVICE ORIENTATION WORKSHOP

In the Phase I--Evaluation Report on the school year operation of the Extended Day Program some recommendations were made concerning the recruitment of staff and the need for training. As a result of these recommendations the Extended Day Program coordinator for the Portland Public Schools and the Metropolitan 4-C Council staff met early in the summer to design job descriptions for the center directors and their staffs. (See Job Descriptions--Appendix I).

All currently employed staff were invited to reapply in addition to general recruitment outside the program. The applications were screened by the Portland Public Schools' Personnel Office and the applicants for directors were interviewed by Portland Public Schools' personnel specialists and the Metropolitan 4-C Council staff. Four of the nine new directors were employees of the program. Most employees were rehired. All staff (new and old) were required to attend a three-day pre-service orientation workshop conducted by the Portland Public Schools.

The workshop was held at King School August 28-30, 1972. The intent of the pre-service orientation was to provide: 1) over-all introduction to program--goals and operations; 2) skill workshops--i.e., how to plan a program and activities to achieve these goals; and, 3) organizational information.

An Evaluation Form (See Appendix J) was submitted to all participants at the conclusion of the workshop for their assessment. The evaluator also attended the first two days of the workshop.

The participants were asked to rank the individual presentations on the basis of three criteria:

Criteria #1 -- Better Understanding of Extended Day Program

Over 50% of the respondents indicated that most of the presentation made a high contribution to their understanding of EDP. The exceptions were:

- (a) Program Planning--31% ranked it as "1" (high) but 25% ranked it as "5" (low) contribution. One comment was, "Her whole speech was completely irrelevant--she was not briefed audience-wise."
- (b) Arts and Crafts--43% ranked it "1"
- (c) Language Skills--38% ranked it "1"

(d) Music workshop--39% ranked it as "1"

(e) Role of PPS and role of 4-C in EDP drew mixed reactions

Conclusions -- The participants felt that most of the speakers and workshops contributed to a better understanding of the Extended Day Program. The five presentations which were ranked lower all had certain limitations. One speaker was not knowledgeable about EDP and her examples were all drawn from social studies. The arts and crafts workshop was only a display of materials and did not provide a means to learn new techniques. The language skills workshop was limited in time and one of the groups had a very negative experience in its demonstration time. The music workshop was very limited in time. The explanation of the Portland Public Schools' relationship to EDP was very unsatisfactory as the spokesman was most evasive in answering questions from the floor. Another speaker attempted to explain 4-C's role in EDP but most people were too confused at that point to comprehend.

Criteria #2 -- Provided Me With Skills to do My Job

The workshops on physical education, special interest, behavior and discipline, and family involvement, participants felt contributed a great deal.

Tuesday and Wednesday the program was more content oriented-- the arts and crafts, language skills, and music workshops were not ranked as high by attendees for some of the same reasons as mentioned under Criteria #1. Generally the workshops which the participants ranked highest were the ones which had the most content and offered the most specific advice.

Criteria #3 -- Need More Information and Training

This third category provided an opportunity for EDP employees to indicate which of the areas they would like included in an inservice training program.

PE, special interest, music, arts and crafts, and staff meetings were the areas most often listed in this category. Most of the staff found the staff meeting on Wednesday most helpful.

Conclusion: There is a need to continue training opportunities for all staff. Both old and new employees benefitted from the orientation program. As this orientation workshop was the first in two years of operation, three days were necessary. In the future, however, if inservice education is available throughout the year, the orientation period could be of shorter duration-- i.e., one day for new employees with the remaining orientation occurring in the EDP center.

The workshop gave EDP staff the opportunity to question some practices which concerned them in EDP. It is essential that the Portland Public Schools administrators and 4-C Council cooperate in the resolution of some of these problems.

Evaluator's Comment

The main objection to the workshop was the emphasis on the public schools' way of doing things. This dilemma concerns the relationship between the funding agency and the provider agency. The 4-C Council is the representative of day care interests and is responsible for funding quality day care programs. The Portland Public Schools is one delegate agency operating day care programs for school-aged children. Its primary responsibility is education of children which is not antithetical to the goals of day care, but in reality supersedes and affects the operation of the day care program.

In effect, day care and the EDP are second class citizens to the public schools as regards program, staff, and administration. It is not of high priority to principals, administrators, and teachers. At the workshop, public schools staff told EDP employees, who are technically public schools staff with a day care responsibility, to do it the public schools way whether the issue was discipline or medical problems. A separate yet compatible philosophy has not been developed for EDP so when questions arise, EDP staff are instructed to follow the established PPS policies.

The question may be raised whether any number of recommendations will make a difference in the program as long as the commitment is not there. Is it realistic to ask an institution which has an enormous job and is under pressure to do that job, to tackle another?

The other agencies which operate Extended Day Care Programs for school-aged children operate in the public schools but the schools are not responsible for the program administration. If in the coming year there is not a major improvement in the PPS-Extended Day Program it is recommended that 4-C Council and the PPS would benefit from an outside agency assuming direction of the program.

OBSERVATIONS OF SCHOOL-YEAR PROGRAM

September, 1972

The nine Extended Day Program centers began operation with their new staffs the first week of September. The evaluator visited all of the programs during the first few weeks to observe what changes had been made in response to recommendations made in the Evaluation Report--Phase I.

Boise School

Their main problem is a lack of children. They are serving 25-30 primary children whereas last year EDP had an enrollment of 160-200 children. There are 150 children being bused who are unaware that they can participate in the Extended Day Program. There is no space problem and the director feels that as the enrollment increases, more space will be available. The activities are arts and crafts, films and games in the auditorium.

Buckman School

EDP has its own classroom which facilitates the movement of children from classes to EDP. The EDP center is known by families, children, and teachers, so children report directly to the room and there is less wandering around in the halls. Most of the children are in the primary grades and the activities are planned for their age group. The program has access to the gym and the home economics room for cooking classes.

Eliot School

They have been averaging 45 children. They are using a classroom, library, gym and the hallway for activities of PE, arts and crafts, reading exercises, and free play. One of the new staff members has a number of ideas on arts and crafts. A Junior Olympics had been planned for the following week. The director has contacted parents to serve on the Parent Advisory Committee. A parent has volunteered to work in the program.

Humboldt School

The EDP has its own home room where the children report. There were 80 children enrolled. The director said that there was sufficient space. The children can use the gym and then report to different rooms for activities. One of the EDP staff is working with the reading teacher on a special reading class.

Irvington School

The EDP is still in the cafeteria every day except Monday when it is moved to an adjacent classroom so the faculty can meet. No other space is available to them. Their average attendance is 55 children. The program offers arts and crafts, TV-watching and physical activities.

King School

King EDP was in the process of resuming its busy schedule. Their drill and baton twirling classes, PE, macramé, child care, and tumbling classes were under way. The staff hoped also to resume reading and Spanish classes. "They have no space problems," said the director.

Sabin School

Between 2:30 and 3:30 p.m. attendance has been running between 50 and 75 children with only one classroom and the hallway available. The director has rotated the children between the two rooms and outdoors. The other classroom they used has been converted to a math testing room. No other space is available during that hour.

After 3:30 p.m. the number of children drops and more space is available. Arts and crafts, TV watching, sports and games are the activities.

Vernon School

The Vernon EDP has a unique position in the school as its director has been made part of the administrative team which provides close liaison between the school and EDP. There are no space problems. The director feels he and the staff have a lot of ideas--it's just a matter of "getting it together."

Woodlawn School

The Extended Day Program is still limited to one room--the small music room without windows. The day this program was visited there were 35 children and 6 adults crammed into this small room where they had to conduct their entire program. Their total enrollment is 70. They have access to the gym but the major portion of the program is conducted in limited space.

Issues

There are several problems which affect most of the schools' programs which need further discussion.

- 1) Due to the fact that more children are being bused from these schools, the school breakfast is served earlier. At Eliot, Humboldt, Irvington, King, and Woodlawn the EDP staff has become responsible for all children before school opens, including the breakfast program. This additional responsibility adds considerably to the day care program. Its primary function is to provide day care to children whose parents need the service, not babysit 100 children who must eat breakfast before being bused. The school breakfast program is a school service, not 4-C's alone--the staff needs to be paid by the schools to supervise the breakfast program. The EDP staff should not supervise both the day care children and the "bused" children. This issue needs to be resolved immediately as it is a drain on the staff and program funds.
- 2) Under the new job classifications in the EDP, Child Care Workers B are the instructors in the program and are to take the place of the teachers from the school staff who played that role the last two years. Teachers who are full-time employees of the Portland Public Schools are not excluded from employment in the EDP as a new role was envisioned for them as resource people. However, in all the schools, with the exception of King, the EDP is only serving primary-age children. (Eliot, Humboldt, and Irvington serve only primary children.) Because the school teachers are no longer teaching in EDP, access to their classrooms--i.e., shop, home economics, reading labs--is often denied to the EDP staff. Also EDP staff is handicapped in that none of the staff received classification E status; they are all Child Care Workers A--equivalent of teacher aide. A further complication is the public school decision that teachers employed in EDP must be paid \$6.65 an hour after 4 p.m. which prices them out of the program. This decision has affected King EDP the most as they were planning on employing several teachers. The effect is to make the EDP more custodial as it limits the kind of activities for older children who will not participate as they see EDP as "babysitting for little kids."

Recommendations

1. Sufficient space for creative programming be allocated immediately in the Irvington, Sabin, and Woodlawn Schools' Extended Day Programs or these programs be consolidated in another school. If the principal is unable to provide good usable space, not just impressive footage, then the commitment to EDP is minimal and the program should be terminated at that school. It is damaging to the welfare of the children to continue operations in such cramped quarters.
2. It is recommended that a school-by-school analysis of programming be initiated immediately to provide more program activities for older children wherever needed. This would affect Boise, Buckman, King, Sabin, Vernon, and Woodlawn Schools.

This analysis should also include individual assessment of staff skills so that on-the-job training can begin subsequent to this survey to provide the skills necessary to develop a varied and interesting program. Portland Community College courses are not sufficient for this problem, as they are not oriented to the day care program needs of school-aged children. At \$6.65 an hour public school teachers are too expensive for the program. Limited funds would be better spent helping currently employed EDP staff to do their job better. Specialists from the public schools as well as 4-C Council children development specialists could do this kind of job-oriented training.

3. In the process of concluding this evaluation, the entire child care program in the State of Oregon has been threatened with massive reductions in funding. The third recommendation pertains to this situation but is important regardless of the current crisis.

Extended Day Programs must develop and use more parent, volunteer, and community resources. Neither the federal, state, or local governments have an unending source of funds nor does the public schools. It is imperative that EDP directors and staffs become more adept at "scrounging" materials, toys, staff, transportation, and volunteers to implement and expand program offerings. Not everyone can be paid for what they do. If parents need this service and want it to continue, they must get involved in helping to maintain it and staff should welcome their efforts.

These three recommendations are of highest priority in improvement of the program. The evaluator appreciated the easy access to the programs and the staff. Because of frequent visits in the programs and a personal commitment to improvement of all day care programs it is deemed essential that a program "troubleshooter" be employed by the Portland Public Schools to work with individual programs. The EDP administrator has become more involved with each school and has begun monthly meetings with the directors. However, due to the administrative work she has, there is a need to have a staff person who has an appropriate child development background to work solely with the programs. If funds for such a person are not readily available, perhaps 4-C can loan one of its child development specialists on an interim basis to work with a few schools.

Day care services for school-aged children are necessary to working families and single-parent homes. Schools in the community are the first choice to locate a day care program from a financial point of view. However, without serious backing and commitment from appropriate school personnel, it would seem more feasible to approach other agencies who have more time and interest to operate this program. Day care will grow despite the temporary set backs it faces at present and groundwork must be laid now to ensure movement toward more quality programs.

COST BREAKDOWN: PER CHILD, DAY, AND SCHOOL

Extended Day Program

Name of School	<u>School Year</u>	<u>Summer</u>
	9/22/71 to 2/17/72	6/12/72 to 8/18/72
Boise	\$.92*	\$4.00**
Buckman	1.95	3.73
Eliot	1.26	2.32
Holladay	2.28	Closed
Humboldt	1.08	3.28
Irvington	.64*	4.72
King	1.10*	2.24
Sabin	.85	2.48
Vernon	.82	1.96**
Woodlawn	1.45	1.71

* Open Christmas vacation (three centers only)

** Open 11 hours a day for the summer. The other schools were open 8 hours a day for 5 weeks and 11 hours a day for 6 weeks.

The chart is based on cost estimate figures from the Inter-Area Office, Portland Public Schools. The cost per child per day figure is based on attendance records taken at the individual centers.

Any child who participates in the program and is present when attendance is taken is recorded. However, these figures do not allow for how many hours a day each child uses the service. The assumption is that record-taking is similar in all programs, which may or may not be the case.

APPENDICES

Evaluation Report

Phases I & II

EXTENDED DAY PROGRAM

PORTLAND PUBLIC SCHOOLS
Dept. of Elementary Education - Area II
4025 North Haight Avenue
Portland, Oregon 97217

A Proposal for Supervised Care
for School Aged Children

Submitted To

Tri-County
Community Coordinated Child Care
(4-C) Committee

April, 1970

Supervised Care for School Aged Children

Purpose

The purpose of this proposal is to provide supervised care for school aged children in four school centers in the Model Cities neighborhood. These centers will be housed in Humboldt, Sabin, Vernon, and Woodlawn Schools.

Need

The advent of programs creating employment and training opportunities in the target neighborhood has resulted in a significant number of children from single parent families left without supervision during early morning and late afternoon hours. A recent informal survey indicates that approximately 100 such youngsters could be served in each of four school centers.

General Objectives

Generally, the program will provide supervised activities for youngsters whose parents are absent during early morning, late afternoon and weekends. (Program offerings must be attractive in nature to insure the voluntary participation of youngsters. If successful, the program will result in the turning of non-constructive and potentially explosive activities into constructive and productive activities. Participating primary youngsters will evidence:

1. Improved use of leisure time.
2. Improved attitudes toward themselves.
3. Fewer negative behavioral incidents.
4. Improved physical fitness.

Related Objectives

After one month of operation the program will have -

1. Recruited and trained 24 professional and paraprofessional staff members.
2. Identified four hundred potential project participants.
3. Initiated a program for 100 participants in a.m. hours, 280 in p.m. hours.

After six months of operation the program will have -

1. Evidenced an average daily attendance of 80 per cent.
2. Shown substantive improvement in the attitudes of participants as evidenced by their performance on attitude inventories.
3. Shown substantive improvement in behavioral incidents evidenced by participants by records of such incidents kept by project staff.

After one year of operation the program will have -

1. Evidenced an average daily attendance of 90 per cent.
2. Shown further substantive improvement in the attitudes of participants as evidenced by their performance on attitude inventories.
3. Shown further substantive improvement in behavioral incidents evidenced by participants by records of such incidents kept by project staff.
4. Developed effective working relationships with selected community resources for effective participation in the child care program.

Operations

The program will be operated on a care basis only to children whose parents are working or otherwise incapacitated. Morning care services will begin at 7:00 a.m.; scheduled activities will end at 6:00 p.m. each day.

The center will operate daily Mondays through Fridays. No service will be provided on legal holidays when schools are closed. Service will be rendered during vacation periods including summer periods. During summer school all enrollees will be included in the education program, and all staff will participate in this component.

A variety of program activities will be conducted. The nature and sequence of these will be determined by the staff of each center and will be based upon the needs and interests of children. Among these program activities will be the following:

1. Library, including home work assistance, recreational reading, film strip and motion picture viewing

2. Physical Fitness, including Intramural sports, dancing - - ballet and creative, swimming
3. Recreation, including table games and selected television viewing
4. Arts and crafts
5. Fine arts, including music, dancing, painting, drawing, sculpture
6. Youth organizational activities, including 4-H, scouting and others
7. Other general activities designed to enhance self concepts, improve personal grooming, and increase motivation and aspirations

Aspects of the program will be purchased from the Albina Art Center, the Salvation Army Red Shield Club, and YMCA North Branch. Where feasible, arrangements will be made with the Bureau of Parks and Recreation, City of Portland, for participation in on-going programs of that agency, as appropriate. Under all circumstances, children served by the Supervised Care for School Aged Children Program will be under the jurisdiction, supervision, and control of personnel employed by the School District.

Staff

Each center will operate with a fulltime director. He will be responsible to the building principal for planning, operating, and evaluating the program. He will also serve as liaison with parents of children served.

Neighborhood persons will be employed as staff assistants to supervise children in their on-site activities and to accompany them to and from activities away from center sites.

Citizens' Participation

Five parents, two teachers from the regular school program, and two staff assistants from the Program will constitute an advisory body at each center. This committee will advise the program director in the areas of planning, operation and evaluation.

Among other functions of the committee are:

1. Provision of views of parents regarding needs of children
2. Recommendation and development of program activities particularly suited to the needs of children
3. Review of program activities with recommendations for change.

EXHIBIT A

Agreement between 4C Council and
School District No. 1, Multnomah
County, Oregon

PlanSupervised Care for School Aged ChildrenPurpose

The purpose of this proposal is to provide supervised care for school aged children in ten school centers during the period before and immediately after school. These centers will be housed in Humboldt, Sabin, Vernon, King, Woodlawn, Irvington, Boise, Eliot, Holladay and Buckman schools.

Need

The advent of programs creating employment and training opportunities in the target neighborhood has resulted in a significant number of children from single parent families left without supervision during early morning and late afternoon hours. A recent informal survey indicates that an average of 100 such youngsters could be served in the ten school centers.

General Objectives

Generally, the program will provide supervised activities for youngsters who are residents of the Buckman School and Model Cities neighborhoods. Approximately ten percent of the children may come from homes of economic advantage circumstances. The remaining approximate ninety percent of the children shall be either present, former or potential recipients of public welfare services. These children must also meet one or more of the four requirements of the Oregon State Plan for 4-C day care services:

1. Employment or training of parent who is usually the caretaker.
2. Mental or physical illness of parent usually the caretaker.
3. Individual social or emotional needs of the child.
4. As part of help to the family around protective services.

Program offerings must be attractive in nature to insure the voluntary participation of youngsters. If successful, the program will result in the turning of non-constructive and potentially anti-social activities into constructive and productive activities. Participating youngsters will evidence:

1. Improved use of leisure time.

2. Improved attitudes towards themselves.
3. Fewer negative behavioral incidents.
4. Improved physical fitness.

Related Objectives

Within one month after funding the program will have -

1. Recruited adequate number of part-time professional and paraprofessional staff members to provide needed services.
2. Identified four hundred potential project participants.
3. Initiated a program for participants in the a.m. hours and p.m. hours for the children who will be enrolled for service.

After one year of operation the program will have -

1. Reached a maximum service level of an average of 100 children per school center.
2. Shown substantive improvement in behavioral incidents evidenced by participants by records of such incidents kept by project staff.
3. Developed effective working relationships with selected community resources for effective participation in the child care program.

Operations

Morning care services will begin at 7:00 a.m.; scheduled activities will end at 6:00 p.m. each day.

The center will operate daily Mondays through Fridays. No service will be provided on legal holidays when schools are closed. Service will be rendered during vacation periods including summer periods. During summer school all enrollees will be included in the education program. No service will be rendered on those days when schools are closed by the superintendent when, in his judgment, inclement weather will make attendance hazardous to the safety of children.

A variety of program activities will be conducted. The nature and sequence of these will be determined by the staff of each center and will be based upon the needs and interests of children. Among these program activities will be the following:

1. Library, including home work assistance, recreational reading, film strip and motion picture viewing.
2. Physical fitness, including intramural sports, dancing -- ballet and creative, swimming.
3. Recreation, including table games and selected television viewing.
4. Arts and crafts.
5. Fine arts, including music, dancing, painting, drawing, sculpture.
6. Youth organizational activities, including 4-H, scouting and others.
7. Other general activities designed to enhance self concepts, improve personal grooming, and increase motivation and aspirations.

Aspects of the program may be purchased from the Albina Art Center, the Salvation Army Red Shield Club, and YMCA North Branch. Where feasible, arrangements will be made with the Bureau of Parks and Recreation, City of Portland, for participation in on-going programs of that agency, as appropriate. Under all circumstances, children served by the Supervised Care for School Aged Children Program will be under the jurisdiction, supervision, and control of personnel employed by the School District.

Staff

Each center will operate with part-time personnel. A Director of each center will be named. He will be responsible to the building principal for planning, operating, and evaluating the program. He will also serve as liaison with parents of children served.

Neighborhood persons, professional teachers, and aides will be employed as staff assistants to supervise children in their on-site activities and to accompany them to and from activities away from center sites.

Citizens' Participation

Each school named in this proposal has a Parents' Advisory Committee. This committee will advise the principal and project director in the areas of planning, operation and evaluation.

Among other functions of the committee are:

1. Provision of views of parents regarding needs of children.

2. Recommendation and development of program activities particularly suited to the needs of children.
3. Review of program activities with recommendations for change.

APPENDIX B

PRELIMINARY VISITS TO SITES AND OBSERVATIONS

Narrative Reports

BOISE SCHOOL.
Mr. David McGee, Principal
Mr. Vic Rini, Director of EDP

Visit: March 3, 1972

Purpose

Boise School needs EDP. Boise, in fact, has had EDP for the last five years and the school is now seen as a community center. Through the teacher participation in this EDP, the teachers are able to get to know the kids in a different way.

The school needs this program because it provides after hours informal contact between staff and students that reinforces the child in his environment. He may have spelling problems, but he sure can paint or play basketball. It gives the teachers a way of relating on a trust basis which carries over into the classroom on the next day. The EDP is an essential ingredient to build this trust relationship.

Mr. Rini just couldn't stress enough how much extended day really means to the overall operation and success of the Boise regular day program. The kids look to the school to provide after school activity. There's a real spirit of growth in the EDP and community center concept which carries over to the regular day school.

Records

Attendance records are available from September, 1971.

Program

The Boise EDP serves approximately 160-200 children daily. There are about 45 in the child care program in the afternoon. Mrs. Debbie Norman who is a teacher at Boise is responsible for this program. She's very highly qualified in that she taught for three years at the Albina Child Care Center before completing her degree work and obtaining her teaching credentials. She works with two aides, both of whom have had a great deal of

experience working with younger children. One of the aides has been there since the beginning of the program. There is a variety of classes offered in the afternoon. The shop teacher at Boise works with boys in woodcraft, go-cart building. There's an active intramural sports program for both boys and girls from sixth through the eighth grades. Arts and crafts are offered every afternoon. There are about 8-10 children involved in the remedial reading class in the reading lab. In addition, field trips are taken through the primary day care program. The morning program is small in comparison to the afternoon. They serve somewhere between 15 and 20 children. It basically is TV watching and breakfast.

The staff feel it's very important to reach all the kids in the building that meet the requirements for this program and who also need the program. It's an open environment. One of the problems the staff has encountered is that they know there are many children who deserve and need this program but their parents won't sign forms. They're reluctant to give out income information. They have a number of kids who may participate once or twice in the program and then when they're asked to take the form home, the form comes back with just some information and unsigned. They're worried if they take these kids in they'll have problems with insurance. If they refuse the kids they are limiting the nature of the program even though many of these kids meet the basic guidelines. They asked if blanket insurance is available.

Space

The director said that since they now have access to the auditorium permanently that this has been a real asset to the program. Teachers enjoy using that space. It's a little bit more open and freer than use of a classroom. However, they have been able to open up the classroom space, many times by hiring the teachers to join the program. Mr. Rini feels that basically the battle has been won over the use of classrooms even though he

admits that the basic teacher attitude still is that it's my school and this is my classroom. He feels that the teachers see this program as valuable and are cooperating more than they did during the first year.

Staff

Mr. Rini is a teacher in the Boise School. In addition, there are seven teachers working in the Extended Day Program. There are four aides who are primarily involved in the day care program for younger children and then several aides and teachers who are available as substitutes as needed. The staff seems to be very highly motivated and committed to this program. Mr. Rini and Mrs. Norman did raise the issue, however, especially for aides, that some kind of job training be tied to salary increments. They would like to offer inservice training before the aides come to work for 45-60 minutes for which the aides would receive pay. This would be helpful in providing overall planning time, as well as some training time to the teacher aides. One of the aides who has been working in the program for almost two years is interested in taking some courses but feels at this point that she doesn't have sufficient time and also there's no real reason why she should improve herself if she will not receive some salary increase.

Parents

The Parent Advisory Committee: There are some parents who serve on this school-wide council that have children in the Extended Day Program, but basically the council is to serve the entire Boise School.

Relationship to Regular School Program

My impression derived from conversations with some of the teachers and the director is that extended day is a part of the Boise School operation. This is probably because Boise sees itself as a community school or community center and is interested in keeping its doors open to all sorts of programs more than the 9:00 a.m. to 3:30 day program.

Overall Impression

The Boise Extended Day Program is an integral part of the total school program. I got the feeling that because of the involvement on the part of the teachers in this program that they are spreading their enthusiasm through the rest of the school -- of how it affects their relationship and their teaching with the students. This is a committed staff which reflects a committed school. They mentioned that a few years ago there were a lot of problems at Boise in terms of discipline, the community understanding of what was going on in the school, and they feel that this is slowly changing, that they're getting greater interest and turn out on the basis of parents in the regular school programs. Possibly extended day is one of those links into the community which is providing better understanding. The cooperation of the teachers both through participation in the program and through use of classroom space is enabling this program to grow and expand on the basis of needs.

The staff does see a need for communication with other extended day programs to discuss what is going on and how they might better their program. The staff seemed very open to additional suggestions and ideas on how to change and improve the program. Their one concern remains this issue of admission of students into the program and how they can better handle this problem of the forms and the insurance problem. This is an exciting program and I felt very good about what was going on between the kids and the teachers and what was happening to the kids in this kind of program. The staff cares about the kids and this really makes a big difference in the kind of program that is happening.

PS:sw

3/15/72

SUPERVISED CHILD CARE CENTER

PURPOSE

Boise Extended Day Center operates a supervised Child Care Program for all grade levels (K-8) during the period before school and immediately after school until 6:00 p.m. Our program exists to provide children with enrichment, remedial and recreational activities. Also, one of our major objectives is to provide indirect counseling in order that our children may benefit from the regular educational programs at Boise School.

PRIMARY--(K-4) Children arrive before school starts (7:00-8:50) watch morning cartoons on TV until 8:15, when they go to the cafeteria for breakfast.

AFTERNOON PRIMARY DAY CARE--(K-4) Children arrive at the auditorium at 2:35 p.m. daily. From 3:00 to 3:30 on good days, they will be in the playground for games. At 3:30 p.m. they are taken to the cafeteria for their daily snack. At 4:00 p.m. they return to the auditorium for crafts (clay modeling, painting, drawing, building holiday things, etc.) At 5:30, they arrive at the gym for ball-playing. During vacations, field trips have been taken to such interesting places as Multnomah Falls, Lady Bug Theatre, train trips, OMSI, Bonneville Dam, and to the local parks. (Unthank, Laurelhurst, etc.) Puppet shows and 4-H assistance in foods and planning have also been held at the Boise Center and general games for recreation. Their day ends at 6:00 p.m.

LEATHERCRAFT CLASS (6th Grade) Children meet for leather class where they learn to make book-marks, wallets, purses, and key holders.

REMEDIAL READING (5th Grade) Children meet in order to develop and improve their reading skills. Aud-X, controlled readers and other reading machines are used to help these children.

ARTS AND CRAFTS CLASS (6th grade) Children meet in order to work with plastics (making of necklaces, etc.) and to do needlecraft crafts.

GO CART BUILDING (7th & 8th grade) Go-cart building is handled by the more mature students.

WOOD CRAFTS CLASS (5th grade) Students from the 5th grade meet and build wood items (bookends and bookholders).

GIRLS SPORTS (7th and 8th grade) Older girls are encouraged to participate on volleyball teams and basketball teams in order to help them better develop physically.

COPY

BOISE SCHOOL (Cont.)

BOYS SPORTS (6th, 7th, and 8th grades) Boys participate in practices and games in football, basketball, and softball, depending on what particular sports season it is. Home team spirit and cooperation is stressed as well.

RELATED OBJECTIVES

An important objective of the Center is the indirect counseling which takes place daily between adults and children. Many of our children need encouragement, to develop better self-concepts, and to have many successful experiences.

Hopefully, at Boise Center because of our less structured situation than the traditional school setting, and because of the skilled knowledge of our staff, our children are becoming successful human beings.

BUCKMAN SCHOOL
Mr. Ralph Wampler, principal
Mr. Bill Beck, director of EDP

Visit: February 29, 1972

Purpose

The goal of this program is to get children off the street, out of negative situations, into a comfortable, supervised, positive environment.

Records

Complete attendance records are available from September, 1971.

Program

The Buckman program serves approximately 86 children at this time. The basic daily program consists of child care services for children from kindergarten through fourth grade which operate in the cafeteria and gym. It is activity oriented and operates on a non-graded basis. On Tuesdays, Wednesdays, and Thursdays, enrichment classes are offered. The enrichment classes include typing, woodcraft, shop, home economics, and physical education. Last year for example, they had a crochet class in which the focus was on interpersonal relationships. All the girls had been referred to the class because of behavioral problems. It was a success last year because the community agent and two aides who participated were very good in working with the girls and working through some of their problems. This year the students requested a crochet class again but it failed. The director feels the failure was because the community agent could not participate. The child care services for the children revolve around arts and crafts, drama, reading, physical activities, and games.

Generally, teachers propose classes they want to teach. There's been some student feedback in that typing and crochet classes were those specifically asked for this fall. Attendance has been falling off in enrichment classes and they're not quite sure why. The program is oriented toward offering many classes so that when other interests arise they can change.

Buckman has a very transient population and as a result there are kids moving in and out of the program all the time. Mr. Beck says that the kids who participate in the child care program are more permanent than the upper grade children. Portland State University School of Social Work is supplying a student who will research why some children have dropped out of the child care program. They will provide us with copies of their results.

Space

The Extended Day Program has access to those classrooms where the teachers are involved in teaching the courses. They also have use of the gym and cafeteria-- the cafeteria for the first part of the afternoon, the gym for the latter part of the afternoon. The facilities are somewhat of a problem in that the child care staff feels there's nowhere to develop an adequate center. They always have to clean up and move every night.

Staff

There are some teachers participating from Buckman in this program, but Mr. Beck said that it is difficult to recruit teachers because many of them are second income people who have family commitments at home and they're not interested in staying after 3:30 or 4:00 o'clock in the afternoon. The aides-- there are some adults from the community, but the majority are college and high school students. The present procedure is to have a teacher and an aide in the mini courses. In the day care there are several aides who work in art, drama, and physical activities. In the morning there's one aide and one teacher. Mr. Beck works with the staff on a one-to-one basis in terms of orientation and program planning.

Parent Advisory Committee

The Parent Advisory Committee is also the PTA Board. It meets monthly and there are some parents on the committee who have children in the Extended Day Program.

Relationship to Regular School Program

Mr. Beck feels that principals are very protective about their time and their teachers' time and they see that this program takes a lot of time. They usually select an administrator-teacher that the principal trusts to head up the program. Mr. Beck believes the Extended Day Program is a very good thing for the schools but the schools still see it as a headache because it interferes with some of their regular operation of their day school program.

Overall Impressions

The transient nature of the Buckman School population has a definite impact on the organization of the Extended Day Program. Buckman sees itself as a community center which helps in their awareness of the community's needs. Some of the problems that the director is concerned about and would like to improve are, one, the issue of accountability. For example, they begin in the cafeteria at 2:15 with the primary kids and at 3:15 the older kids disperse to the classes. Then at 5 p.m. the gym opens up and the kids are spread out in the gym and cafeteria and it's not always easy to know who is where. However, he's observed in activity and non-graded situations older kids often take care of the younger ones. Second, is the concern about facilities; particularly for the child care aspect of the program where the need is for an adequate center that could be maintained during the day. It doesn't have to be put up and then taken down in the morning and then in the afternoon.

A third concern is enrollment. He's found that most of the students come of their own accord--hear about the program and then take the forms home. However, Mr. Beck like several other Extended Day Program directors mentioned the sizeable percentage of kids who qualify for the program but who are not enrolled. They basically maintain a fairly open program and encourage kids to participate and then ask them to take the forms home and get them filled out if they are going to remain in the program.

In terms of collecting data, Mr. Beck has some suggestions of how we might get some correlation in terms of improvement in negative behavior patterns. One would be hard data in terms of physical appearance of the school-- how many windows broken. There's been a decrease this year over last year. Possibly the court counselors from Washington High School would have information on the kids and then to look at the students' school records before and after they began the Extended Day Program. Another possible approach would be to take the approximately 30% stable population at Buckman and measure them-- length of time they've been in the program. One unique situation at Buckman is that they draw fourth through eighth graders from Eliot and Holladay Schools who are bused home at 3:30 and if they miss the bus they have to walk home. A small percentage of them participate in the Extended Day Program but for the most part are not part of the after school program and they might serve as a possible control group. Mr. Beck said that he had explored the possibilities with various members of the school administration, including Dr. Hughley, about the possibility of getting a bus to distribute these kids at 5:30 in the afternoon because of their interest in participating in the Extended Day Program. This did not prove feasible. Also the older children from Eliot and Holladay Schools can't participate in the summer program unless they have their own transportation.

Staff feels they would benefit from some input from other schools and some overall orientation and training in terms of how to better improve their program-- how to attract and hold students more in certain activities. They've had a problem in terms of starting a mini-course. The kids stay with it for 2 or 3 days and then get bored and drop out of that. The staff then moves to try and start something else.

PS:al
3/16/72

Program Description: 1971/72

Buckman Child Care Center
320 E. E. 10th Avenue
Portland, Oregon 97214

Program Overview

The program in progress at the present time is serving approximately 86 children in grades one through eight from the Buckman/St. Francis area. There are very few students from the Model Cities area involved in our program due to the school boundaries.

The activities are designed to meet the needs of those students participating in the program and has had to be flexible as the turn-over in student population in this particular school area is very high.

The parent advisory committee has been established and meets monthly at the school. The committee represents a good cross-section of the community and can provide excellent advice and assistance in maintaining a meaningful program for our children.

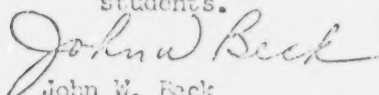
Program Design and Activities

The approach taken in providing child care services for children at Buckman School has two distinctly different plans. The main approach is in the non-graded grouping of students in the cafeteria and gym at which time the children in grades 1 - 8 participate in many of the same activities together, such as; the afternoon snack, arts and crafts, drama, reading, games and physical activities and rhythms.

The second avenue that the program takes is to offer mini-courses in home economics, industrial arts, typing, physical education, crocheting, drama, and games and hobbies. This has been an excellent drawing card into the program as we are able to answer to a wide range of interests and needs.

Goals and Objectives

1. To provide for positive experiences for children who are left on their own before and after school.
2. To improve the self-image of the children through successful and positive experiences with other members of their peer group.
3. To provide instruction in the areas of reading, physical education and self-expression.
4. To provide supplementary nutrition before and after school.
5. To improve the children's attitude toward school by providing experiences that are non-threatening.
6. To provide training and experience for community adults and high school students.


John W. Beck
Program Director

ELIOT SCHOOL
Mr. Bob Harold, Principal
Mr. Frank Luzzi, Director of EDP

Observation: March 10, 1972

Purpose

Because Eliot is a Follow-Through Center 90% of its children are bused in from other schools which creates a unique setting for EDP. Basically, the program serves the needs of working parents but only a percentage come from the Eliot area. The other parents prefer to leave their children at Eliot because of its convenient location rather than pick them up at their neighborhood school.

Records

The staff has attendance records from September, 1971.

Program

This year the Eliot EDP serves only K-3 children. Last year there were some activities for fourth through eighth grade boys who attend Buckman but this year they are not included in the program.

Mr. Luzzi, the director, is the P. E. teacher at Eliot and Holladay Schools. He is at Eliot on Tuesdays and Thursdays; Holladay--Mondays, Wednesdays, and Fridays. However, he usually is back at Eliot for the afternoon program.

Their morning activities include table games, TV watching, and some group games. They meet in the gym. Breakfast is served in the gym hallway. There are two aides responsible for the morning program. In addition, the bused children who are not part of the EDP, also receive breakfast and have access to the gym before school opens. From 8:30 to 9:00 these two groups are both in the gym area--the non-EDP children are supervised by regular teacher aides. However, it is a disruptive atmosphere as the non-EDP children are not involved

in activities but just waiting until school begins. The EDP children are pretty squirmy by this time and need more distraction than just watching TV cartoons.

In the afternoon physical activities are available every day. On Tuesdays and Thursdays a teacher's aide teaches a cooking and nutrition class. She is helped on the nutrition with teacher interns from Marylhurst College. They used to have an arts and crafts class but the aide could not handle it alone plus there was no available classroom.

There is the possibility of some tutoring in reading as the result of a new parent education class in reading. The reading specialist who teaches the parents will identify the children who are in EDP and one of the aides will work with the kids who have reading problems.

Space

There are 35-40 children who participate in Eliot's program. The only available space is the gym and one classroom twice a week.

Mr. Harold explained that because of the nature of the Follow-Through program, there are many meetings and planning sessions after school and the teachers need the classrooms. However, he felt that if EDP needed more classroom space, it could be worked out. Mr. Luzzi has had trouble in getting teachers to agree to freeing up their classroom.

Staff

The Eliot EDP is operated completely by teacher aides with the exception of the director, Mr. Luzzi. Mrs. Dial is the mainstay of the program as she has worked at Eliot for several years and is also employed by the Follow-Through program during the day as a babysitter for the parents who attend the adult classes.

Another aide, Mrs. Small, teaches the cooking class twice a week. There are three other aides who are responsible for gym activities and assist with overall

child care activities with Mrs. Dial. None of the aides are community residents.

One of the new staff members, a young man, hopes to enroll in a Portland Community College course this spring quarter.

Mr. Luzzi feels there should be a merit pay increase for some of the staff who have been there for a year or more as well as for those aides who assume more responsibility.

Parent Advisory Committee

There is one Parent Advisory Committee for Eliot and Holladay Schools. It serves all federal programs and is aware of what EDP is doing.

Relationship with Regular School Program

Because of the intensive nature of Eliot's programs during the day and evening (it is used by the Park Bureau until 10 p.m., GED and other adult classes are offered at night). Eliot is moving toward the community schools concept and EDP is one part of it.

At present, EDP is viewed by the principal as valuable because the Portland Public Schools do a better job than individual babysitters in providing supervised child care. He did admit that if EDP had more children it would be more of a hassle and perhaps a disadvantage because of space demands.

Overall Impression

Inadequate space and lack of qualified staff to offer diversity of classes keep the Eliot program at the custodial level. There is some emphasis on development in physical activities where the children are divided according to age and class. Educational developmental games are provided for kindergarten and first graders.

From the nature of the program and some of the questions Mr. Luzzi raised, there is a need for some kind of administrative and program orientation and

training. Mr. Luzzi feels that the ratio of adult to child should be 1:8 in primary EDP's. He's concerned about the problem of discipline--what happens if we dismiss a kid from the program? What recourse does the parent have? He's also expressed concern over who is responsible for the building--if a teacher's aide is left in charge, is she insured by this program in terms of liability?

The principal is also interested in this problem of building responsibility. Mr. Harold suggested that programs like EDP must think in terms of building manager who is responsible for the variety of programs operating in the school and who responds to the principal on this matter. Basically, that is how Mr. Luzzi functions for Eliot during the school year and summer program.

PS:al

3/14/72

ELJOT

OBJECTIVES & GOALS FOR EXTENDED DAY - CHILD CARE PROGRAM

1. Every child shall respect the right of other children regarding his possessions, physical safety and free expression of ideas.
2. Every child shall attain that level of self-confidence to carry him through with the activities in the program.
3. Every child will try to develop physical capabilities and be aware of limitations in his self-development.
4. Require participation in a planned program which will lead to effective use of leisure time.

HOLLADAY SCHOOL

Mr. Ron Christensen, Principal

Mrs. Ruth Matlock, Director of EDP

Visit: March 15, 1972

Purpose

See attached sheet -- "Goals and Objectives"

Records

Each teacher keeps own attendance record.

Program

There are 25-30 children in the Extended Day Program from kindergarten through third grade. The majority are from the first and second grades. The morning is mainly the breakfast program and quiet games. The afternoon begins with a show'n tell time as a group. Then the children decide what activity they want to do.

This afternoon because it was a sunny day, most of the children chose to go outdoors for free play: jump rope, running, free basketball and kick ball. The second group made peanut butter cookies which were part of the afternoon snack. After snacks at 4 p.m. the whole group went to Mrs. Liley's room for story time, movies, and quiet games. At 4:30 again the children had a choice-- some decided to stay in the classroom while the others returned to the gym for pin game. From 5 p.m. to 6 p.m. the gym and one classroom are available for the remaining children.

The children were very active. One of the teacher aides said that the Extended Day Program gets all the kids with behavioral problems. The teachers and aides that I observed relied on strict control to maintain discipline: lines, sit against wall, marching from one room to another, and reprimands more suitable to classroom environment than the more informal Extended Day Program.

Space

For the size of the program sufficient space is available.

Staff

There are three teachers involved in this program, 4 teacher aides and 2 student aides. Mrs. Matlock has one teacher responsible for the morning program and two teachers back to back in the afternoon. Mrs. Matlock has been told that she must always have a certified teacher present in the program but has had difficulties in covering the time period of 2:15 to 3:45 p.m. as she cannot pay a teacher for this time. She usually is available for this 1½ hour block but it is the aides who run the program.

The aides took a rather passive role in working with the children in both the out door program and classroom situation. Only the teacher aide who taught the cooking class was really interacting with the children.

Mrs. Matlock also suggested that there should be a salary step between teacher aide (2.50) and teacher (4.25) as the aides often perform the same tasks as the teachers.

Parent Advisory Committee

There is one committee for Eliot and Holladay Schools which serves all federal programs.

Relationship to Regular School Program

No opportunity to discuss.

Overall Impression

On the basis of this first visit to Holladay I feel their Extended Day Program is too formal and control-oriented--more like a regular school than an after-school program should be. There was a lack of creativity in activity choices and how the activities were conducted.

There are no men employed in this program which is the only Extended Day Program without male employees. Due to the fact that these primary children may spend 10-11 hours daily in this program, and most of their school teachers are women, I would strongly urge Holladay to hire a man at once for work in the program.

PORTLAND PUBLIC SCHOOLS
ADMINISTRATIVE DEPARTMENTS

INTER-DEPARTMENT COMMUNICATION

MEMORANDUM

FROM Mrs. Ruth Matlock, Director
Extended Day, Holladay School
TO A. Jean Higgins

December 22, 1971
DATE

Re: Goals and Objectives for Extended Day - Supervised Care for
School-Age Children

Holladay Extended Day Care Center has children from K-3 grade ranging in age from five to eight years. Therefore, it is based upon primary oriented activities.

Our goal is for the emotional, physical, social and educational development of the child. Emotionally and socially we work on getting along with others, good self concept development, good sportsmanship and learning to share. Physically we work on eye-hand coordination, visual motor skills, large and small muscle coordination and personal hygiene. Educationally we help develop language, math and science concepts and help the child in approaching the problems he encounters everyday.

We accomplish these through two sessions a day. One from 7:00 - 9:00, and one from 2:30 - 6:00 p.m.

There are 39 enrolled in these sessions. The morning session includes a breakfast program. Individual projects and interests, language enrichment activities and an on-going unit on manners. The afternoon session is separated into three blocks of time. The first which involves arts and crafts activities, special interest activities such as cooking, science units, field trips around the community and special projects for different community agencies.

The second block of time includes a nutritional snack, a quiet time when children develop listening skills through story activities and supervised gym activities.

The third session when the enrollment decreases the children who remain are children who have the greatest emotional needs. During the last hour these activities are geared to meet these needs with close adult contact.

RM:ls

HUMBOLDT SCHOOL

Visit: March 8, 1972

Mr. Herb Hale, Principal

Mr. Earl Winchester, Director of EDP

Purpose

The Humboldt Extended Day Program serves only primary children whose parents are working. Their role is one of child care. Staff feels that the Extended Day Program should be open to all children who meet the guideline categories and it should be an integral part of the regular school program.

Records

Attendance records are available since September, 1971.

Program

The morning program consists of TV watching, breakfast, and activities planned by the teacher aide who is also a regular school teacher aide. About 20 children are served in the morning. In the afternoons at 2:30 the primary children enter the gym which is the main focus of activities for the afternoon program. Mr. Winchester, the community agent, who is also the director of the Extended Day Program, has his office there in the gym. At 3:30 snacks are served in the gym to all children who have joined the Extended Day Program. After snack time there are a variety of activities offered. Gym activities continue for the remainder of the afternoon with free shot basketball, kick ball or prison ball. Mrs. Penton, one of the teacher aides, offers a sewing class on Tuesdays and Thursdays, and also is in charge of the Camp Fire Girls. Also, on Thursdays, a nutrition class is offered. Another aide, Sharon Beardsley, teaches arts and crafts every afternoon. There is a grooming class on Mondays. In addition, there are two aides who offer tutoring in reading and math. There's also TV watching that goes on approximately one half hour to an hour every afternoon. Cub Scouts meet once a week. There are two volunteers, one from the community and one from Irvington School area who serve respectively as the cub master and den mother to this program.

Michael Dudek, who is a regularly employed teacher aide at Humboldt School is beginning to work with the reading teacher, Mrs. Mary McPherson. She will assign to Mike children who are having reading difficulty. He will tutor in the afternoon and check back with Mrs. McPherson to see if the tutoring is helping. Also Daphne Woods, a student aide, is working in tutoring. She works with the special reading teacher, Marie Leuthold, receives referrals from her and directs the tutoring under her guidance. Last year, in the first year of operation at Humboldt School, Extended Day offered extensive tutoring, a French class, and black history class with all outside teachers. The first year in operation was truly an Extended Day Program including all children who had a need for this program. This year, however, for reasons of budget, the program has been cut to basically a child care program with some activities offered to the primarily younger children who come to the program in the afternoon. Mr. Winchester said that the principal had tried to recruit teachers from Humboldt to participate in the program but that there was no response and that there seems to be very little interest on the part of Humboldt teachers in participating in the program. Mr. Winchester also said that Mr. Hale, the principal, takes the responsibility in terms of the budget as to how many people can be hired, how many field trips can be held, and how the program can grow and develop.

Staff

There are six assistants to Mr. Winchester in the Humboldt Extended Day Program. One of them is a regular teacher aide from the school, two of them are community mothers, the others are from outside the community. One of the NYC girls helps coach basketball. The staff has a real morale problem at this time. On the basis of the limited budget that is available to them, their feeling that the principal and the teachers are not cooperating in the program, and the attendant frustration between what they are doing and what they would like to do has produced a very dissatisfied staff. Mr. Winchester finds the fact that

he can only claim two hours of pay daily a problem as he puts in much more time than that, but he can only be paid for two hours. He has a great deal of trouble in getting arts and crafts materials and he suggests that perhaps a central supply place for Extended Day Programs could be established where each program could just order and pick up the things. The staff serves approximately 89 children during the Extended Day Program.

The staff seems to be highly motivated. All of them are involved in some kind of higher education. Mrs. Penton is enrolled in a master's degree program in counseling at Reed College. Miss Beardsley is a graduate student in psychology at Portland State. Mr. Dudek, who is a full-time teacher aide, has his degree in science. Miss Alexander, who serves as secretary and also helps in arts and crafts, attends a business college. Of the two other aides, one is the student body president at Jefferson High School and will be attending the University of Oregon in the fall and the other is an NYC girl. So, in terms of potential staff interest in the free Portland Community College classes, there seems to be very little prospect. It was mentioned that it would be nice if there was a possibility of taking graduate courses through this program that would relate to the growth and development of Extended Day Programs. There was also a strong feeling on the part of the staff that there should be a differentiated salary scale for teacher aides. This program is perhaps somewhat unusual in that the majority of the aides are already college graduates and are only eligible for \$2.50 per hour. Mrs. Penton has been in the program since the beginning and Mr. Dudek almost since the beginning. The staff feels that there should be more teachers and teacher aides participating in the program and that it should truly be an extended day program and serving all kids with a need for this type of activity. Right now they feel it is only a day care program serving kids with working parents.

Mr. Winchester says that his principal is fiscally responsible for the program as opposed to last year when he worked directly with Dr. Hughley. They've

taken very few field trips this year. They feel that they can take only a few because there's a limited amount of money. They also feel that they can take care of children only from the first category of the guidelines, those with working parents, because money is limited. There's no planning time available to them. It's hit and miss in terms of grabbing time together.

Space

It is a real problem for this program at Humboldt in that they operate out of the gym, on the playground if the weather is nice, and have access to only one classroom. They have not had any cooperation from regular school staff in opening up regular classroom space for the Extended Day Program.

Parents

The Parent Advisory Council is the same council that serves the entire Humboldt School. Approximately 7 people on the council do have children in the Extended Day Program. The council meets every other month.

Relationship to Regular School Programs

There seems to be a lack of understanding and cooperation on the part of the regular school staff in assisting in developing a good Extended Day Program. Even in the first year of operation when there were more activities and courses offered, none of the teachers from Humboldt participated in the program. The community agent who serves as director of the program feels rather helpless in relationship to the principal and the teachers in terms of how he can get them to cooperate more.

Overall Impressions

The Humboldt program is an example of how budget control and lack of trust in staff and program can affect the direction and growth of an Extended Day Program. The staff definitely feels "down" at this point -- lack of support,

lack of interest, frustrated, not knowing what they can do to improve the program. I would feel that there needs to be a great deal of support from the interarea office, training and assistance given by 4-C council in terms of program development and some recommendations made to the principal in terms of budget, realistic budgeting, for this kind of program and use of space and teacher availability. I feel that this is a program that needs a great deal of help right away if it's not going to phase out completely. It definitely is not meeting contractual guidelines regarding children served and program operation.

It's the feeling on the part of the Humboldt staff that the parents need this program, that it definitely serves a real purpose in the community, and that it would be a shame if it could not continue. I think the staff is highly motivated but right now it is just completely frustrated in terms of how they can work through all of these problems to better their programs.

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HUMBOLDT SCHOOL

December 22, 1971

GOALS FOR EXTENDED DAY - SUPERVISED CARE FOR SCHOOL-AGE CHILDREN

1. To provide care for children of working mothers.
2. To provide some skill building in the areas of:
 - a. Arts & Crafts
 - b. Language
 - c. Math
 - d. Science
 - e. Grooming
 - f. Dancing
 - g. Sewing
 - h. Physical Education
 - i. Cooking
 - j. Youth groups
3. To provide an opportunity for children through interaction to get to know and respect themselves and others.

IRVINGTON SCHOOL
Mr. Bill Gerald, Principal
Mr. Norman Bengel, Director of EDP

Visit: March 14, 1972

Purpose

- Provide supervised child care for working parents.
- Offer socially broadening experience to children with limited experience.
- Allow students a place to express themselves freely.

Records

Attendance and activity participation records are available from September, 1971.

Program

The morning program consists of primary day care and two classes: typing and reading. The reading class has had about twenty children on a regular basis since last fall. The teacher, Mr. Jeli, who is also the school's reading specialist, urged parents at the fall parent-teacher conference to encourage their child's attendance in this class. Some extraordinary motivation guides these students as class is at 7:15 a.m. daily. Mr. Jeli assigns a weekly assignment to each student and then each one can work at his own pace. There are lots of machines and a very pleasant environment in the class.

The typing class has access to ten typewriters and from attendance records, there are 8 to 10 children there daily. Mr. Bengel saw some positive results from typing in children who were having reading difficulties as well as other learning handicaps, as success at the machine helped in developing self-confidence.

In the afternoon there is a child care program for second through fifth graders which provides a variety of activities: games, arts and crafts, rhythm and dance, and some drama. The older children can participate in drama class or intramural sports. The sports program is beginning its spring segment--table tennis, volleyball, softball, and track for boys and girls.

Space

The child care program uses the cafeteria. The gym, auditorium, reading lab and typing rooms are all available. Mr. Bengel did not think it would be difficult to obtain more classroom space as needed.

Staff

There are six teachers working in Extended Day Program. Irvington has selected a different approach to staffing than other schools in that with the exception of one adult teacher aide, all other aides are high school students. I asked Mr. Bengel why community residents or college students had not been hired for the program. He was unsure of why his predecessor had hired predominantly students but suggested that perhaps it was difficult to recruit adults from the neighborhood for part-time work.

Mr. Vass is a recently hired teacher aide, a neighborhood resident, and is highly experienced in the arts. I'm concerned because Mr. Vass, who is the adult responsible for the child care program in the afternoon, is working with 35-40 children and with assistance from only two high school aides. According to the guidelines there should be at least one other adult because high school students or volunteers cannot be counted as an adult in the adult-student ratio. Also, I believe student aides can be an asset to a program but often a student aide, depending on previous experience, needs additional adult supervision. More adults are necessary in the program if you're going to have a great number of high school student aides.

The staff is highly enthusiastic about this program. Mr. Bengel himself, who was involved in typing, believes in the program. Mr. Jeli, the reading specialist, finds it a really innovative and creative approach to working with students in the reading area. He also teaches some Spanish as the interest is there. Miss Junge who is responsible for drama is just totally involved in this after-school activity. She feels that the after-school activity is one of the most worthwhile things

available for the students at Irvington. She said that as long as she has been involved in working with students in drama she's always had a terrific response from the kids. This year they've been working on a presentation of "Fiddler on the Roof." It has not worked out because of lack of sufficient music and stage help for her, but the kids have really gotten into the parts, have learned the music, and she's taken them to see the production of "Fiddler on the Roof" at St. Mary's High School. The drama class is going to do a television show for ITV at the end of March and their concluding activity for this year will be a school assembly. I sat in on part of the class and the people who were there were really into music, dancing, acting out and very enthusiastic about it.

The sports program I was not able to observe. It's going to begin later this week. I had a long conversation with Mr. Vass who's responsible for child care and he had several suggestions to make concerning the direction of the program that he himself hopes to be able to implement. He felt that number one, a team approach in terms of staff, hiring people that were compatible in terms of interests, personality, should be better able to work together to develop a really strong program. Second, getting out into the community and using the community resources. He plans to have walking tours of the community and to discover community residents who might have a skill or hobby that they could teach the children. He has assumed the responsibility to come in one or two mornings a week and to sit down and talk with each of the primary teachers to find out what's happening with the kids that he's dealing with during the regular school program. He said he's had a very positive response from each one of the primary school teachers he's talked with. He sees this program as being a tremendously creative thing and that there should be good coordination and openness between the regular school teachers and the people involved in extended day. His only negative experience so far is when he asked the home economics teacher if they could use her classroom for cooking and sewing and was turned down by the teacher.

Parent Advisory Committee

Mr. Bengel has not met with the parents yet and so was not sure of their role in the extended day program. He believes that this is a separate group of parents that do not serve on other committees in the school and they are parents of some of the extended day program students.

Relationship to Regular School Program

There seems to be no great problems between the regular school program and Extended Day Program. Some of the teachers are involved. Some of them who are not involved see the Extended Day Program as a worthwhile after-school program; however, there are probably some others who have no contact with the program and therefore very little idea what is actually going on. On the whole, however, it seems there is a good relationship between the regular program and the Extended Day Program.

Overall Impression

I was impressed by the dedication and motivation of the staff, both teachers and the teacher aide. They really care about the kids and they care about providing this kind of program, this kind of service, to the community. Because of the recent change in directors it is difficult to assess certain aspects of this program; however, it seems to be a fairly well-rounded program. It has been successful in terms of its reading program. It is making an attempt to offer different activities to the students involved. I think with the resources that Irvington has in its community it could be doing a better job of using some of these people. I also feel there should be some more adults either from the community or college level people involved in the child care as well as perhaps some of the activity programs. With some direction and assistance I believe that the Irvington program can be strengthened and improve its services to children.

IRVINGTON SCHOOL EXTENDED DAY PROGRAM

The Irvington School Extended Day Program is established to operate a supervised Child Care Program for school-age children kindergarten through 8th grade, during the period before and immediately after school. The center operates daily Monday through Friday from 7:00 a.m. until 6:00 p.m. except on legal holidays when schools are closed. Service is also provided during vacation periods including the summer.

The program offers the following activities, which have been established on the basis of children's needs and interest and extensive planning by the Parent Advisory Committee and the Extended Day Care staff.

1. Drama (Tuesday & Wednesday)
2. Intramural Sports (Daily)
3. Arts and Crafts (Daily)
4. T.V. Viewing (Daily)
5. Typing a.m. (Daily)
6. Weaving (Daily)
7. Typing p.m. (Tuesday, Wed, & Thurs.)
8. Remedial Reading (Daily)
9. Library Skills (Daily)
10. Movies (Thursday)
11. Spanish (Tuesday, Wed, Thurs.)
12. Painting (Daily)
13. Breakfast Program (Daily)
14. Afternoon Snacks (Daily)

The objective of the program is to provide children with enrichment, remedial and recreational activities through an individualized program which meets the needs and ability levels of each student.

The following goals have been established in order to meet the objectives of the program.

1. To develop a climate of confidence in which the child can more readily learn.
2. To help the child in his social and emotional development by encouraging self confidence, self respect, self-discipline, self-expression, and curiosity.
3. To give each child an opportunity to experience success.
4. To build a positive attitude toward school.
5. To help children obtain wider and more varied experiences which will broaden their horizons, increase their ease and skill in conversation, and improve their understanding of the world in which they live.

KING SCHOOL

Visit: February 28, 1972

Mr. Bill White, Principal

Mrs. Dolores Bowman, Director of EDP

Purpose

In my conversation with Mrs. Bowman she emphasized the need for the students to develop better self-images, of providing services to working parents, and the importance of enrichment activities for kids who come from economically and socially disadvantaged neighborhoods.

Records

There's a strong likelihood that adequate daily attendance records are not available for more than a month or two. King does have a master file of registrants in the office, but they have not been keeping attendance in each activity.

Program

The King School Extended Day Program is the largest of all the Extended Day Programs. They are serving between 300 and 350 children in their total program and it is quite a program! When Mrs. Bowman talks about developing better self-image she immediately says, "Last year in the Junior Rose Festival our drill team won first place and that's better self-image. That's pride in themselves and in the school and where they come from." This year there are three drill teams -- one for fifth and sixth grade girls, one for seventh and eighth grade girls, and one for boys from second through sixth grade. There's a bachelor cooking class for seventh and eighth grade boys that helps them develop skills and provides assistance at home. There's a crochet class that started with a small number of children and grew to three classes. A couple of weeks ago they had their own fashion show modeling ponchos, pant suits, and dresses. The day I visited they were in the process of making an afghan which they were going to auction off for a school project.

There are a great number of intramural sports offered to give the kids a chance to develop a good sense of sportsmanship, also to keep the older kids off the street. Eighth graders have been involved in coaching sports and this brings in many of the older kids who might not normally participate. They've had a program in physical activities to introduce new sports that most black children are not aware of; for example, during the nice months they go down to the park and learn how to play tennis. They have quite a gymnastics team and they've participated in regional tournaments. Last summer they had a very active science component and they have a science club that meets during the extended day program as well.

The afternoon I was there I observed the preschool room where children were involved in arts and crafts and watching television. The majority of the children were there from 2:30 to 3:15 as older brothers and sisters often times pick them up at 3:30. There was a total of about 35 children in this program. Many of them are bused to other schools for preschool programs or primary programs in the morning.

The crochet class has girls from fifth through eighth grade. The kids are pretty consistent in their attendance. They do not keep attendance in this class. Mrs. Bowman said the children move around a lot from class to class but that their basic participation in the program is pretty stable.

Also, that afternoon was the sixth grade boys' basketball team, sixth grade girls' baton twirlers class, second and third grade boys' drill team, Cub Scouts, the boys' cooking class which is taught by a neighborhood volunteer, a Spanish class, and the reading lab. The reading lab has two tutors, both college students who work with about five children. They're having a problem of getting kids to participate. The students see it as work rather than fun and since they have to work during school, why not have fun after school. They also have a math class.

Mrs. Bowman is concerned about the few children who participate in their remedial reading and math programs. She was interested in how other schools are motivating children to participate in these programs. This is a class which they would like to improve. The program uses the south wing of the building so that the rest of the school can be closed off. Another evidence of the presence of the Extended Day Program is the multi-colored and happily painted garbage cans that are placed throughout the entire school that the arts and crafts class painted one day. It certainly brightens up the inside of the school.

Space

The Extended Day Program at King seems to have no problem in locating sufficient classroom space for their program. The gym is used -- in fact, all gyms are used by the program, the auditorium is used, and there were eight classrooms in use the day I visited.

Staff

The staff is quite large. There are a number of teachers from King who participate in the program. There are 16 aides, 12 of whom are community parents or community college students from the neighborhood. Mrs. Bowman stressed that they give preference to neighborhood people in filling these teacher aide positions. In fact, they would like to move toward hiring a parent as the director of the summer program. For example, the woman who teaches the crochet class is a neighborhood resident. The two young people who teach in the reading lab are community college students from the neighborhood. Mrs. Bowman gives a general orientation at the beginning of the year for the staff, then works on a one-to-one basis with staff on setting goals or orienting a new staff member. Mrs. Bowman has a very good understanding of the Extended Day Program as well as those goals or purposes

which she feels are very important and I'm sure she communicates this to all staff members. She herself has a very effective, tough, and loving manner of dealing with children as well as adults. She's very effective in her role as director of the Extended Day Program.

Parent Advisory Committees

Mrs. Bowman calls a meeting when there is a need to discuss something. She sees no reason for having a regular meeting which might be meaningless. She gave an example that recently there was a need for choir robes. She called up several parents and six parents came in and helped sew the choral robes for the morning chorus.

Relationship to Regular School Program

The Extended Day Program seems to have a very good carry over into the regular school program at King School. For example, I saw the gymnastics team pictures up in one of the major show cases, the drill team which won last year at the Junior Rose Festival has participated in school assemblies. Anyone who excels in any aspect of the Extended Day Program, their group is included in the regular assemblies. The crochet modeling show was presented to the PTA as well as to a school assembly. There seems to be a good flow of information to and from the regular school program and Extended Day Program.

Overall Impression

I was frankly excited by what I saw at King School. There were lots of activities, there were lots of kids, and there was lots of enthusiasm on the part of both staff and students. I believe that the staff is flexible enough to meet the changing needs and interests of the students involved. Adequate support from the regular faculty and principal is good and I think

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that the overall pride that Mrs. Bowman and her staff have in the accomplishments of the students is passed on -- communicated to the kids and they know that somebody feels they're doing a good thing, and this carries over in terms of their own behavior and their own expectations of themselves.

PS:sw



PORTLAND PUBLIC SCHOOLS

4906 Northeast 6th Avenue / Portland, Oregon 97211
Phone: (503) 288-6391

MARTIN LUTHER KING, JR.

Office Of The Principal

King Day Care Center

Center Participants

There are enrolled at King Day Care Center approximately 300 students who reside in the King attendance area. Many are not attending our school but are delivered to our building by buses.

The number of adults working with these children varies, but has been as high as 30. These are certified personnel as well as teacher aides, community people.

Project Goals

It is the goal of the Day Care program to provide a meaningful as well as educational program for children in our general attendance area.

1. Custodial care will be provided for students.
2. Facilities and help in reading will be made available for each child.
3. Students will develop a sense of good sportsmanship.
4. Students will develop a greater appreciation for art and music.
5. Students will become more aware of their immediate environment.
6. Students will become more aware of the many facilities available throughout the state.
7. Students will develop a sense of pride in their school and community.
8. High School students, former King students will have an opportunity to work as aides in our instructional program.
9. Nutritional needs of our students will be met.
10. Community and parents will be employed and asked to work as volunteers in order to carry out this program.



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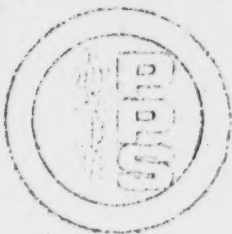
MARTIN LUTHER KING, JR.

Office Of The Principal

King Day Care Center

Functional Activities

1. Teachers, Aides, students and members of the community on both a pay and voluntary basis will be made available for the instructional program. Facilities and instruction will be made available from 7 - 8:45 am and from 2:30 to 6:00pm for students who would otherwise be unsupervised.
2. Our Reading Laboratory will be made available Monday thru Friday, from 2:45 to 5:45 pm for remedial purposes. Distar Kits, Kaleidoscope Series, SRA Labs, Tach X Control Readers, and 4 control Readers, Study Skills Library will be made available for the students use with the help of trained staff. Other academic skills will be taught on an enrichment level so that students may feel greater success during school hours.
3. Participation in intramural sports, drill teams, and modern dancing will involve all students who wish to participate in this type of activity.
4. Students as a result of their Day Care activities will visit points of interest for educational and recreational value. These will include the trips in the immediate area as well as throughout the state.
5. Students will participate in all Pride Assemblies to demonstrate new skills. They will also perform in parades and community programs as the opportunity presents itself.
6. NYC Coordinators in our 3 feeder schools have been contacted and supply us with former King students as Aides.
7. Parents and Community people will be encouraged to take more and more responsibility in the operation of the Day Care program.
8. Parent Advisory group will assist in the selection of community people as Day Care teachers and Director. They will also influence the type of program offered.



PORTLAND PUBLIC SCHOOLS

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MARTIN LUTHER KING, JR.

Office Of The Principal

King Day Care Center

Evaluation

1. The day care Program will be evaluated in terms of attendance patterns of those attending. There should be consistency in attendance for the duration of any project in which a student may enroll.
2. Student aides and teacher performance and contributions will be evaluated continually by the director. Continued involvement in the Day Care Program depends upon student interests and successful activities.

A handwritten signature in cursive script, reading "Dolores F. Bowman", written over a horizontal line.

(Mrs. () Dolores F. Bowman
Director of Extended Day Program

SABIN SCHOOL

Visit: March 10, 1972

Mr. Ike White, Principal

Mr. Charles Anthony, Administrative Assistant and Director of EDP

Purpose

The Sabin program views its primary purpose as providing a service to parents--the Extended Day Program gives parents "peace of mind" concerning the location and activities of their children.

Records

The staff has had good response from parents in completing application forms for enrolling their children. The response has been higher from parents of primary children who are probably more concerned about the whereabouts of their children. The staff does not turn away children who want to participate in the program but after the first or second attendance, ask the child to have his parents complete the form. They try to get as much information as possible on the forms. The philosophy of the principal is to serve the kids who need it.

Mrs. Conover, the EDP secretary, has kept very complete records of attendance in both the primary and upper grade activities--attendance and activity participation records are available from September, 1971.

Program

The afternoon I observed the primary children were involved in clay, coloring, and quiet games from 2:30 to 3:30 p.m. There is a space problem as only one classroom is available at 2:30 and the hallway is used in addition to the classroom--the hall is poorly lighted and discipline is harder to maintain in the open setting. Approximately 75-80 children are in this group.

At 3:30 p.m. with the arrival of the upper grades three other classrooms and the gym are available. The children had the options of: cooking class, arts and crafts (they were making posters), judo, and TV watching. Snacks were served to the various groups. Later on, movies, story time in the library, and gym games were provided for the remaining children.

In addition, physical activities are offered according to the season-- basketball has just finished and track will be starting soon. Twice a week students work on a school newspaper with the assistance of a teacher.

There are no classes in remedial reading, math or other enrichment-oriented classes like Spanish, typing, or shop.

They have had grooming, typing, drill team, cheer leading classes in the past but are trying to keep within budget to allow sufficient for summer.

Space

Space seems adequate for the present size of their program. However, if they continue to grow, additional rooms will be needed. The use of the hall from 2:30 to 3:30 p.m. needs to be corrected as it is difficult to provide creative alternatives for twitching primary kids only at a table environment.

Staff

At present, there are four teacher aides (two of whom are community residents) who are responsible for the child care primary part of the program. There is one NYC student who is assigned to them. Their average attendance is 75-80 children (see guidelines).

Five teachers are currently employed as basketball coaches--four boys' teams and 1 girls' team. Mr. Kazama, teacher's aide, has a class of 20 for judo. There are approximately 100 upper grade children in this part of the program.

Mr. Anthony feels that there ought to be more flexibility in the salary classification of teacher aides. Mr. Kazama (judo) and Mrs. Christensen (arts and crafts) take complete responsibility for their classes but are only paid \$2.50 an hour. Second, there is no evaluation and incentive provided for long-term aides. Mrs. Conover has worked for two years and Mrs. Norris for three years and they continue to receive \$2.50 an hour. No aides have taken advantage of the free classes at Portland Community College.

The director, Mr. Anthony, expressed a concern as to whether they were supposed to operate within their budget or could implement new programs even though it would increase the expenditures. We discussed his ratio of adults to students in the child care program which is three adults (3 days a week) and four adults (2 days a week) plus one high school student to 75-80 children which is more than 20 children to one adult. Mr. Anthony had just laid off a teacher aide and I suggested that he talk with Mrs. Haynes concerning his staff needs.

Parent Advisory Committee

Mrs. Lynda Mayo assumed the responsibility for the committee of determining parent attitudes concerning EDP. Her report is attached.

Mr. Anthony has been unsuccessful in holding regular meetings of the committee.

Relationship to Regular School Program

Because of the support of the principal the EDP has been able to conduct a variety of classes and activities. However, teachers do complain about the tidiness of their classrooms and Mr. Anthony has been unable to secure a second classroom for that essential hour.

Overall Impression

Mr. Kazama's judo class was an indication of how creative activities designed to improve self-image and confidence can be. He emphasizes the sportsmanship and self-discipline aspects of the sport. The boys were quiet, attentive--Mr. Kazama never raised his voice but it was obvious he had the respect and authority in the class. The boys really have to coordinate mind and body in this sport and it's quite an honor to participate in the class. About 10-15 boys have dropped out of the class because of the self-discipline involved.

The cooking and arts classes were good. The kids were responding to the given activity with enthusiasm.

There is a real need to address the issues of: sufficient staff, additional classroom from 2:30-3:30, and enrichment classes in order to improve the quality of the program.

PS:a1

3/13/72

Objectives of Child Care Program
for
Sabin School 1971-72

The following objectives are for the current Child Care Program in operation at Sabin School:

I. Supervision

Adult supervision is provided at Sabin School between the hours of 7:00 a.m. to 9:00 a.m. and 2:30 p.m. to 6:00 p.m. for children whose parents work, are ill, or are not at home after regular school hours.

II. Physical Care

Breakfast is served each morning from 8:20 to 8:45 a.m. Snacks are furnished for all children in Child Care at 3:30 p.m. daily.

III. Counselling

Children with individual problems are counselled in an attempt to help them make adjustments and learn to get along with their peers.

Parent conferences are held when there are needs, or unacceptable behavior is such that parent cooperation is needed.

The school nurse, community agent, and other available resources are utilized to help meet special problems of health, clothing, etc.

IV. Activities

A. Sit-down Games

Various sit-down games as monopoly, checkers, bingo, etc. in which the children learn the rules of the games and how to play with one another are available.

B. Physical Activities

1. Sports

The children will have an opportunity to participate in various athletic activities in which they will learn good sportsmanship, rules for various activities, self-discipline and development of skills to give them a measure of success.

a. Activities available throughout the school year are:

- 1) Football - Boys' 7th and 8th grades
- 2) Basketball, Boys' 5th, 6th, 7th, and 8th grades
- 3) Weight lifting - Boys
- 4) Judo Classes - Boys
- 5) Track Team - Boys and Girls (grades 5-8)
- 6) Basketball team - Girls' 7th and 8th grades

Child Care Program Objectives (cont.)

B. Physical Activities (cont.)

2. Play

During the play periods in the gym, children will learn how to share equipment and organize their own games. This will provide an opportunity to work out individual differences, feelings of aggressiveness, and how to apply principles of sharing and good sportsmanship.

C. Cooking

Children will be involved in preparation of various kinds of food, setting the table, and eating together with emphasis on acceptable table manners. The children will also clean up the kitchen, etc.

D. Reading Activities

Enriching experiences will be provided in reading and literature through use of the library along with the showing of appropriate films and viewing television programs like Sesame Street and The Electric Hour.

E. Art Activities

An opportunity for creative expression as well as learning how to draw and work with various mediums and textures will be given to small groups in special art classes.

Children will have the opportunity to make simple things with their hands including cut-outs, coloring, etc. and making and decorating cards for appropriate holidays and seasons.

F. Sabin Newspaper

Seventh and eighth grade students will publish a monthly newspaper aimed at helping them to develop skills in language arts, interviewing people and expression of their ideas.

SABIN SCHOOL
CHILD CARE PROGRAM
PARENTS' VIEW

INTRODUCTION: The following is an outline summary of the objectives this program should meet, the problems that still need to be met, and a suggestion for solving them, at least in part. An attempt to hold a meeting at the school of those persons interested in the program did not succeed. Mrs. Mayo was the only individual to appear at the meeting with Mr. Anthony. During the following three weeks, Mrs. Mayo spoke privately with several parents and other adults in the community on the subject of the child care program. The following is the result of those conversations.

AGREED: A child care program is necessary, desirable and should be continued.

I. OBJECTIVES OF THE PROGRAM:

- A. The program should provide for adult supervision of children while their parents work to ensure their physical comfort and safety.
- B. A setting should be provided in which children in the care program can feel safe and comfortable, emotionally as well as physically, and have adequate opportunity for activity, refuge, quiet, etc., depending upon the given child's needs at the time.
- C. To provide such care at a cost the parents can afford, at a location reasonably near their homes.

II. ACHIEVEMENT OF OBJECTIVES THUS FAR: The staff of the program have continually tried to develop better methods, etc. as they have progressed through the program. The present success level is a result entirely of their efforts.

- A. Physical comfort and safety - the children do have adequate supervision to provide for their safety, and for their comfort, in the main. (See III A for needs in this area yet to be filled.)
- B. Present setting provides a variety of activities for the children which are described fully in the staff's report. (See III B for additional needs)
- C. Cost - no cost at present. It is possible there might be benefits in some sort of low or adjustable cost to offset costs of special classes, and help prevent abuses of the availability of the care by those quite able to provide care for their children. This is only a random thought.

III. PROBLEMS IN ACHIEVING STATED OBJECTIVES: Most of the deficiencies in the program are directly related to the fact that the physical plant involved is a school building, constructed for the instruction of classes in a carefully scheduled, structured program. The needs of children in a care program are such that their are things needed that cannot be adequately handled by such a building.

- A. Physical comfort - the school rooms do not offer enough in smaller quiet areas, where children can play quiet games, records, watch TV or just be off by themselves in a quiet corner. The building does not have a good area for noisy free play of an active nature, in which several groups can do different things. The location of rest rooms is such in a school buildings that control problems result when they have to travel back and forth. The distance and difficulty in using the kitchen is also disadvantageous. The building also offers little opportunity for a child tired or ill to rest or be isolated quietly.
- B. The activities available are very good as far as they go. The problem in this area is in that there is insufficient opportunity for unstructured activity for children who have had enough of the school day. Activities must all take place in rooms that do not offer enough noise control or isolation. The scheduled activities also tie up parts of the school that might be used for activities directly related to the education of the children of the school, which is, and should continue to be the primary objective of a public school.
- C. Cost - no further discussion, except that trying to add a cost program would be difficult, unless it took the form of simply a registration fee for the special activities.

IV. SUGGESTION TO HELP PROBLEMS AND IMPROVE PROGRAM

The primary suggestion for all the above problems would be to move the program, in part, to a separate facility, probably a large house in the area. This would offer basement and easily supervised yard area for active play, main floor rooms for TV, sit down games, kitchen activity, and probably access to a bathroom, and upstairs rooms for a small library or reading room and rooms for children to rest or nap in. The possibility would be for preschool care all day with "care only" youngsters arriving after the school day. This would allow the children to rejoin younger family members, have the needed break from the school day, and smaller rooms that can separate activities better, without the large distances to cover and control. This also eliminates the disruption of teachers classrooms every afternoon.

The second suggestion is to continue the class type offerings within the school for those children who are best served by this. This is the kind of the thing the school building is eminently suited for.

NOTE: The staff have done well to develop the program to this point. The starting point was zero and everything done so far has had to be developed without a great deal of precedent to guide them. There is not much information available on how to successfully initiate and develop a child care program in a 50 year old public school building using a staff with training in assisting and teaching in normal school classes, as opposed to people with years of experience in the care of children. Whereas the two areas do overlap, they are certainly not identical.

This information compiled and written by L. Mayo.

VERNON SCHOOL
Mr. Dan McCall, Principal
Mr. Mike Forzley, Director of EDP

March 9, 1972

Purpose

The building should be open--a real community school. EDP keeps it open. The director also sees it as a drop-in center where a student can come who needs help. Some teachers have referred children to EDP who need some counseling and a place to improve their self-concept.

Records

Attendance and activity records are available from September, 1971. They have better records for younger children in program as there is more movement among the older students.

Program

The afternoon I visited it rained which seems to have a definite impact on the program. Two of the aides had popcorn party and then movies in a classroom for the primary children. Arts and crafts--with an emphasis on leathercraft--are offered every afternoon. The gym was open and activity was supervised by the gym teacher. I was unable to observe this activity as the custodian had padlocked the gym door because he wanted to clean the floors and he wanted to keep the kids out.

The student aides and NYC workers do small group and individual tutoring.

Average number of children is 60.

Space

There is a real space problem. The EDP has access to the gym, one classroom and the Reading Lab (which is the director's room). When Mr. Forzley asked the principal for additional space, he was told that he could use the cafeteria in the basement. The EDP staff do not like to use the cafeteria because there is no place to store materials and everything must be moved constantly up and downstairs.

Staff

Mr. Forzley, the director, has had interesting and related work-educational experience. He was a group worker/counselor at the Juvenile Court in Portland, then went to Chicago where he spent two years as a street worker with south side gangs while earning an M.A. in working with disadvantaged youth. He has been responsible for this program at Vernon for a year and frankly is discouraged about it. He sees the human need for the program to offset some of the repressive things that happen to the students during the day but feels hassled by the principal and teachers in developing the EDP--teachers won't provide classrooms and the principal is bothered by kids in the hall.

He sees the need for salary increases for aides on the basis of individual evaluation as there is a college graduate who teaches the arts and crafts class and earns \$2.50 an hour. He is aware that some of the aides are looking for other jobs because of the pay.

Mr. Forzley tries to have a staff meeting once a week to plan activities. An aide is left in charge of the program. It is difficult to arrange time even in the late afternoon--5 to 6 p.m.--because sometimes there will be 30 kids to the very end.

Parents

The Parent Advisory Committee is composed of three parents with children in EDP. Their sole function is to advise the EDP.

Relationship to Regular School Program

The EDP certainly does not receive much cooperation from the regular school program regarding space. However, some teachers have referred students to the program and occasionally have commented on some improved area of behavior of the individual because of EDP.

Overall Impression

Lack of space and support from regular school personnel have created a staff morale problem which results in a staff that seems to be just coping with the program.

The director mentioned several times that summer is great because you can do all sorts of things that can't be done during school year because the building is ours.

There is a need here for some staff exposure to other programs and program assistance in rethinking what can the EDP be during the school year. However, this program will have difficulty in improving until better cooperation and understanding is provided by the school.

PS:a1

3/14/72



PORTLAND PUBLIC SCHOOLS

VERNON SCHOOL
2044 NORTHEAST KINGSTON STREET
PORTLAND, OREGON 97211

OFFICE OF THE PRINCIPAL

VERNON EXTENDED DAY PROGRAM: GOALS AND OBJECTIVES

To provide a place for youngsters of our community (Vernon) to come and enjoy supervised games and activities. (These children that meet at least one of the four requirements of the Oregon State Plan for 4-C Day Care Program Service.)

To provide a place in which children have the opportunity to improve their basic skills in reading and math. (Educational opportunities through tutoring and educational games.)

To provide a place in which children may develop new skills. (Arts and Crafts.)

To provide an atmosphere which may aid in the development of positive peer relationships.

To develop an attitude of freedom of exchange between child and adult. (Counseling.)

To provide opportunities for children to experience things that may or may not have been possible without E.D.P. (Field trips, movies, etc.)

PARENT ADVISORY COMMITTEE

This committee meets on call to review, to present views, and to recommend direction for Vernon E.D.P. (Extended Day Program).

Mrs. Pittman
5906 NE 16th
282-7963

Mrs. O. Brown
4926 NE 21st
282-4989

Mrs. C. Brown
5256 NE 20th
284-8392

Rev. Jessen
288-1510

Michael D. Forzley
Director, Vernon Extended Day Program

WOODLAWN SCHOOL
Dr. Robert Selby, Principal
Mr. Gil Damon, Director of EDP

Visit: March 2, 1972

Purpose

This is a supervised child care program for primary children. It serves the children whose parents are working or not available in the late afternoon for reasons of training, school, or illness in the home.

Records

Mrs. Enquist, the teacher aide who keeps the attendance, is not sure how far back the records go. She said that there are 60 children enrolled at the present time with a very stable rate of attendance. The day I visited there were about 35 children participating in the program.

Program

I began my visit with Mrs. May Enquist, teacher aide, who has been with the program since its inauguration at Woodlawn School. We went to a primary room where about 20 children were watching movies. Miss Holmes, the teacher, was showing movies and Mrs. McGowan and Mrs. Enquist, two aides, were helping with the children. Two rooms are available to the primary children between 2:15 and 3:15, however, they are the regular classrooms and provide no place for children to explode upon leaving their regular day program. The first hour is either quiet games, arts and crafts, or movies until the rest of the school lets out. Between 3:15 and 3:30 they go to the gym which also serves as the cafeteria and can begin to play organized games or just shoot baskets. Snacks are offered at 4 o'clock. Then Teresa Gibbons, another aide, takes the children who are interested off to a small room for arts and crafts. There's no enrichment program. Very few older children participate. There are no boys from sixth through eighth grade. Mr. Damon said some of these boys go to the Salvation Army Red Shield Club just a few blocks from the school. However, no activities are offered by the Extended Day Program to

attract older children. The children basically have two choices in the afternoon between games and arts and crafts. There's no quiet area for children for rest or reading. Mr. Damon said that they tried television viewing and that did not work out. Lack of space and storage areas for materials are big problems inhibiting the growth and development of the program.

Space

The Extended Day Program has use of one half of the gym. The afternoon I was there the gym served for basketball shooting, an active game of prison ball, and at the far end of the gym Mrs. Enquist was attempting to work with some handicrafts with a certain amount of interference because the ball kept bouncing on the table and hitting people. Needless to say, the environment was hectic. The arts and crafts room, which is the only other room which is available to them after 3:15, is very small. The only other classroom available to them is that of the two kindergarten primary teachers who allow their room to be used from 2:15 to 3:15 on alternate days.

There is a real problem of space because if this program were to expand to meet the needs of all the children who might be served, they would definitely need more space. Space is not adequate even for the present size of the program.

Staff

The director of the program is a seventh grade teacher at Woodlawn. There are two other male teachers who participate in the program with him -- they take turns in the morning and afternoon with overall supervision and working with the children. In addition, there are two primary teachers who help out during the first hour after school is released. The main responsibility for the child care activities is handled by three aides -- one who is responsible

for maintaining the program, another woman who handles all the sports, and a third woman who teaches the arts and crafts. They do not offer any math or remedial reading classes or any other kind of academically-oriented classes. The staff feels that they have a good relationship with the children they do work with. They have a lot of children with behavioral problems and they try to work on a one-to-one basis with them. For example, the three men divide the days and just circulate. They know the kids and their family problems very well because it is a small group and they try to work with the children on an individual counseling basis. Also, Miss Gibbons, a new staff member who is working in arts and crafts is developing into a very good counselor and is working in this area.

Parent Advisory Committee

The Parent Advisory Committee is the school-parent board. Mrs. Enquist is the only member with a child in the Extended Day Program. She also happens to be the president of PTA and, of course, works in the Extended Day Program.

Relationship to Regular School Program

Because of the lack of space and the difficulty in acquiring more classroom space, I would say that there is not much cooperation by the regular school staff and the extended day staff. I would guess that there's a direct relationship between the kind of program that Extended Day is running and it's acceptance by the school program. At Woodlawn, because this is strictly a child care program, the teachers do not see it as something that would contribute to their overall regular school program. This is a program that is working well on an individual counseling basis with their children and is providing adequate child care for primary children. However, I do not believe that they understand the total requirements of an Extended Day Program and help is needed on overall administrative orientation of what an

Extended Day Program could be in serving the Woodlawn School. I believe also that some program assistance would be helpful and some advice in terms of how to expand and develop the program in getting greater cooperation between the school principal, staff, and the Extended Day Program. The Woodlawn Extended Day Program does not fulfill the guidelines as described in the contract between 4-C and the Portland Public Schools. (See Attachment A) Two of the aides are community residents and have been long term employees of this program which really provides a strong continuity. Two of the teachers also have been involved in the program for over a year and this has helped in terms of understanding and knowledge of the children.

PS:sw
Att.

WOODLAWN SCHOOL

GOALS AND OFFERINGS FOR EXTENDED DAY SUPERVISED CARE FOR SCHOOL AGED CHILDREN

GOALS

1. The child will be able to use their free time wisely making choices which will cause the child to grow socially, emotionally and physically.
2. Learn skills necessary to make and create things with their hands.
3. Children will have the opportunity to play games, do exercises and learn skills to develop their physical bodies.
4. Children with social emotional problems will receive guidance and have opportunities to practice specific skills in connection with their problems.
5. Offer field trips to broaden the child's scope of his or her environmental areas. Also to enhance scholastic learning.
6. Child care. Free the parent to earn a living.

PROGRAM OFFERINGS WHICH WILL HELP TO OBTAIN OUR GOALS

The Woodlawn 4-C Child Care Program intends to offer various units of instruction which will make possible the obtaining of our stated goals. In order to achieve these goals we are offering a daily breakfast and snack program. (Some of our students need help in certain scholastic areas therefore we have a limited tutor program.) Physical Education is a vital part of our program where students use mainly their large muscles but also gain skill in such activities as jump rope where timing and coordination is vital.

The selection of various activities such as arts and crafts, television viewing, knitting, and leathercraft will help a child to make use of his or her free time.

Field trips are offered to various areas around the city to develop an awareness of things beyond the child's immediate surroundings.

Situations are created whereby a child with a social-emotional problem will receive help in this area with an opportunity to practice his new skills or ideas.

Scholastic classes such as nutrition will be offered using outside resource people.

An offering not always thought of yet a main offering is simply child care, allowing the parent to be available in order to work and support their family.

APPENDIX C

EXTENDED DAY PROGRAM

Site Observations

School	Morning Visits	Afternoon Visits	Talks with Parents	Taping Kids	Talks with Principals	Total Visits
Boise	5/5/72	3/3/72 4/7/72 4/10/72	*5/8-12/72	4/10/72	4/7/72 5/15/72	6
Buckman	4/19/72	2/29/72 4/18/72 4/25/72	5/4/72	--	5/16/72	6
Eliot	3/10/72	5/2/72 5/11/72	4/27/72	--	3/10/72 5/15/72	5
Holladay	5/3/72	3/15/72 4/26/72 5/10/72	4/27/72	--	5/12/72	6
Humboldt	4/28/72	3/8/72 4/11/72 4/12/72	5/9/72	4/12/72	4/12/72 5/17/72	7
Irvington	4/3/72 4/26/72	3/14/72 3/29/72 3/30/72	4/18/72	3/29/72	5/18/72	7
King	5/2/72	2/28/72 4/11/72 5/4/72 5/11/72	5/4/72	--	5/16/72	6
Sabin	5/2/72	3/10/72 5/1/72 5/11/72	--	--	5/19/72	5
Vernon	No a.m. EDP	3/9/72 4/27/72 5/5/72	--	--	5/16/72	4
Woodlawn	4/25/72	3/2/72 4/28/72 5/10/72	5/10/72	--	5/18/72	5

* Various visits by telephone and in person.

PJS:al
5/19/72

APPENDIX D

EXTENDED DAY PROGRAM QUESTIONNAIRE

Form I: For EDP Staff

A. School _____

B. Check the appropriate boxes:

1. ☐ Teacher ☐ Aide ☐ Other: _____

2. Grade levels:

☐ Primary, K-4 ☐ Upper, 5-8

C. 1. Which of the following goals does the Extended Day Program emphasize in your school?

☐ Custodial:

Supervised Child Care,
Games, Arts & Crafts

☐ Developmental:

Reading, Arithmetic,
Typing, Shorthand, Sewing,
Library, Spanish

☐ Don't know

2. Do you view the Extended Day Program as an integral part of your regular school program?

☐ Yes

☐ No

D. Please indicate your priorities in selecting children to participate in the Extended Day Program. (Rank 1-4 with 1 = top priority. If all are of equal priority, rank all "1".)

_____ Because of employment or training the parent is not available.

_____ Because of mental or physical illness the parent is not available.

_____ Individual social or emotional needs of the child.

_____ As part of help to the family around protective services, i.e., where there is evidence of child abuse or emotional problems in the family.

- E. The general objectives of the Extended Day Program state that participating youngsters will evidence the following improvements. To what degree has your program affected these four objectives?

	Great deal	Some	Little	None
1. Improved use of leisure time.				
2. Improved attitudes towards themselves.				
3. Fewer negative behavioral incidents.				
4. Improved physical fitness.				

If you checked "Great deal" for any of the four categories, please relate personal incidents.

- F. Do you think the Extended Day Program improves children's behavior in the regular school classroom?

☐ Yes

☐ No.

If yes, please give personal observations of behavioral change.

- G. The Extended Day Program provides enrichment and remedial activities as well as recreational activities in order that the children will benefit from the educational opportunities of the regular school program.

We would like you to give us your own appraisal of how the Extended Day Program actually affects the children of the school which it serves.

Indicate the degree to which you believe the Extended Day Program affects each of these criteria by circling a number along the line next to each item. (Note: 0 = no effect beyond usual school program. 5 = maximum possible effect.)

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. <u>Reading</u> | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. <u>Vocabulary</u> | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. <u>Spelling</u> | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. <u>Arithmetic</u> | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. <u>Communicative Skills</u> | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. <u>IQ tests</u> | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. <u>General level of attention in class</u> | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. <u>General level of interest in school</u> | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. <u>Other:</u> _____ | 0 | 1 | 2 | 3 | 4 | 5 |

- H. Do you think your school and staff should continue to operate an Extended Day Program?

☐ Yes

☐ No

Please explain.

- I. What kind of assistance in the Extended Day Program do you receive from the following?

	Sharing of Equipment	Class Space	Materials & Storage	Program Development
1. Principal				
2. Regular School Staff				
3. Custodian				
4. Community Agent				

The following 7 questions are to be completed by Extended Day Program Teachers only.

1. Who recruited you to work in the Extended Day Program?

- ☐ Principal
- ☐ School Extended Day Program Director
- ☐ Other Teacher
- ☐ Self
- ☐ Other (specify _____)

2. How long have you been working in the Extended Day Program? _____

3. Please think back to when you first were approached about this work. What was your motivation for taking this job? (Please be frank since it is only through your candor that this evaluation research can be of assistance in helping the Extended Day Program.)

- ☐ Own desire to teach special interest class.
- ☐ Extra money.
- ☐ Community service.
- ☐ Other reason (Please explain briefly.)

4. Now that you have been in the program, have you found advantages which have a carry over effect in your daily classes?

- ☐ You understand children better.
- ☐ You have been able to control students better.
- ☐ Extended Day activities have improved academic growth in school.
- ☐ Other (Please explain briefly.)

5. What are disadvantages?

- ☐ Length of day: too long and tiring.
- ☐ Inadequate materials and supplies.
- ☐ Inconsistent attendance--frustrating.
- ☐ Insufficient knowledge of other Extended Day Programs.
- ☐ Other (Please explain briefly.)

6. What is the nature of parental involvement in the Extended Day Program?

- ☐ Employed as teacher or community aide.
- ☐ Volunteer teacher or aide.
- ☐ Resource in Community
- ☐ No role.
- ☐ Other (Please explain briefly.)

7. What is the frequency of involvement of parents involved in this program?

- ☐ Daily
- ☐ Several times a week.
- ☐ Weekly
- ☐ Once a month
- ☐ None

EXTENDED DAY PROGRAM QUESTIONNAIRE

Form II: For Regular School Teachers and Aides

A. School _____

B. Check the appropriate boxes:

1. ☐ Teacher ☐ Aide ☐ Other: _____

2. Grade levels:

☐ Primary, K-4 ☐ Upper, 5-8

C. 1. Which of the following goals does the Extended Day Program emphasize in your school?

☐ Custodial:
Supervised Child Care,
Games, Arts & Crafts☐ Developmental:
Reading, Arithmetic,
Typing, Shorthand, Sewing,
Library, Spanish☐ Don't know

2. Do you view the Extended Day Program as an integral part of your regular school program?

☐ Yes ☐ No

D. Do you think the Extended Day Program improves children's behavior in the regular school classroom?

☐ Yes ☐ No

If yes, please give personal observations of behavioral change.

Form II continued

- E. The Extended Day Program provides enrichment and remedial activities as well as recreational activities in order that the children will benefit from the educational opportunities of the regular school program.

We would like you to give us your own appraisal of how the Extended Day Program actually affects the children of the school which it serves.

Indicate the degree to which you believe the Extended Day Program affects each of these criteria by circling a number along the line next to each item. (Note: 0 = no effect beyond usual school program.
5 = maximum possible effect.)

1.	<u>Reading</u>	0	1	2	3	4	5
2.	<u>Vocabulary</u>	0	1	2	3	4	5
3.	<u>Spelling</u>	0	1	2	3	4	5
4.	<u>Arithmetic</u>	0	1	2	3	4	5
5.	<u>Communicative Skills</u>	0	1	2	3	4	5
6.	<u>IQ tests</u>	0	1	2	3	4	5
7.	<u>General level of attention in class</u>	0	1	2	3	4	5
8.	<u>General level of interest in school</u>	0	1	2	3	4	5
9.	<u>Other: _____</u>	0	1	2	3	4	5

- F. Do you think your school and staff should continue to operate an Extended Day Program?

☐ Yes

☐ No

Please explain.

Form II continued

G. 1. Do you allow teachers in the Extended Day Program to use your classroom after school?

☐ Yes ☐ No

2. Do you allow the Extended Day Program teachers' aides to use your classroom after school?

☐ Yes ☐ No

3. Do you allow non-regular school staff who work in the Extended Day Program to use your classroom?

☐ Yes ☐ No

H. If yes, in what condition is your classroom the next morning?

☐ Clean ☐ Disorderly ☐ Dirty

EXTENDED DAY PROGRAM QUESTIONNAIRE

Form III: For Principals

A. School _____

B. 1. Which of the following goals does the Extended Day Program emphasize in your school?

☐ Custodial:
Supervised Child Care,
Games, Arts & Crafts☐ Developmental:
Reading, Arithmetic,
Typing, Shorthand, Sewing,
Library, Spanish☐ Don't know

2. Do you view the Extended Day Program as an integral part of your regular school program?

☐ Yes ☐ No

3. If you checked "NO" to #2, please answer this question:

How would you integrate the Extended Day Program into your regular school program?

- ☐ a. inservice staff training
- ☐ b. visits to other Extended Day or Latch Key programs
- ☐ c. needs assessment of the community
- ☐ d. other: (Please explain briefly.)

C. Do you think your school and staff should continue to operate an Extended Day Program?

☐ Yes ☐ No

Please explain.

D. Do you think that the community views the Extended Day Program as an essential service?

☐ Yes ☐ No

EXTENDED DAY PROGRAM QUESTIONNAIRE

Form IV: For Community Agents

- A. School _____
- B. Please indicate your priorities in selecting children to participate in the Extended Day Program. (Rank 1-4 with 1 = top priority. If all are of equal priority, rank all "1".)
- _____ Because of employment or training the parent is not available.
- _____ Because of mental or physical illness the parent is not available.
- _____ Individual social or emotional needs of the child.
- _____ As part of help to the family around protective services, i.e., where there is evidence of child abuse or emotional problems in the family.
- C. Do you think your school and staff should continue to operate an Extended Day Program?
- ☐ Yes ☐ No
- Please explain.
- D. Have you been involved in the enrollment process for the Extended Day Program-- i.e., working with parents to secure the necessary information?
- ☐ Yes ☐ No
- E. Please indicate what kinds of problems you have encountered?
- ☐ Parents won't sign
- ☐ Lack of interest from families
- ☐ Program does not serve all the kids
- ☐ Program needs to start at 6:00 a.m.
- ☐ Other: (Please explain briefly.) _____

Form IV continued

F. What kind of community resources might help this program?

G. Do you think that the community views the Extended Day Program as an essential service?

☐ Yes ☐ No

H. What is the nature of parental involvement in the Extended Day Program?

☐ Employed as teacher or community aide.

☐ Volunteer teacher or aide.

☐ Resource in Community

☐ No role.

☐ Other (Please explain briefly.)

I. What is the frequency of involvement of parents involved in this program?

☐ Daily

☐ Several times a week.

☐ Weekly

☐ Once a month

☐ None

APPENDIX E

COMMENTS

EDP Staff Responses to Achievement of Program Objectives (page 17)

Woodlawn-- "The children have their leisure time planned for them with group activities which require working together, sharing, and getting along."

Boise-- "Talk among students (conversation overheard) indicates there are many negative incidents in their leisure time. Those involved in extended day have shown concern for taking part in activities with worthwhile objectives."

Sabin-- "Through assignments as newspaper reporters I have witnessed marked improvement in the self-concept of several students. Where they were unsure of their work, due in my opinion to the successes of their efforts as reporters on the school newspaper."

Boise-- "Children who will not function in my classes for fear of failure have accomplished much after school in terms of work output, finished product as well as their school social relationships with other students."

King-- "One student was always grumpy and fussy about his work. Extended day afforded more time for individual help and attention. Student's attitude changed completely; seems much happier now in normal classroom situation, much more toned down, more cooperative and eager to do any work assigned to him."

"Many times I've had kids run up to me to show me what they've made in arts and crafts, or crochet, or to tell me something in Spanish beaming with pride. I've also found that once they do one thing with some success they open up and are willing to try more new experiences."

Irvington-- "Up until EDP was being carried out, most of the kids here would use their free time being behavioral problems. Now they have things to do, places to go and a good understanding of what Oregon has to offer them. Also, they now get the idea that someone is concerned about them."

Sabin-- "Several children came to me with the idea that they could do as they pleased in every area of this class, i.e., behavior and lessons. Most of the students have learned to have patience with their own abilities, patience with one another, to be courteous with me and their classmates, to take constructive criticism as well as give it, to respect each person's work and best of all to express themselves in an accepted way. I found these things to be lacking for these students when we began so I feel they have improved a great deal."

Boise-- "I run an after-school sports program for the school which puts kids on a court, track, or ball field instead of the streets. As well as being an excellent use of leisure time, these activities are bound to improve physical skills and fitness."

Eliot-- "Because of the emphasis on physical fitness activity, there is an improvement in their physical being."

EDP Staff Responses to "Do you think the EDP improves children's behavior in the regular school classroom?" (page 18)

Staff were asked to relate personal observations of behavioral change if they responded "yes" to the question. Some of the comments are:

Boise-- "Rapport between student and teacher increases due to informal relationships developed through EDP. The life blood of any school is the after school program."

Irvington-- "Now that extended day sponsors have gotten kids interested in doing other things besides creating negative behavior, students seem eager to find out all the other things life has to offer and most try not to let anything interfere with their participation in EDP."

King-- "Before extended day, some students were always up tight. Extended day affords more opportunities to work with each child individually. One youngster was always very destructive in classroom, came to arts and crafts, took pride in making a totem pole which he wanted to take home to keep in his bedroom. This project interested the student in becoming more interested in the Indian culture and he wanted to do research on it. He has settled down considerably and is much more interested in his work."

Vernon-- "The attitude, that's the behavior of the entire school, is affected by the EDP. The gym is open after school for kids, the shop is open, girls can sew, cook, work on ceramics. They even have one day in the shop with the shop instructor. Here are things that kids really enjoy all made possible through extended day. The carry-over is certainly there. The discipline problems seem to disappear both during the day as well as during extended day hours."

"I can only speculate in other classes, but in my classes I have fewer discipline problems with two of my one-time worst students since I have been involved in the EDP. I contribute the behavioral change in these two to the fact that I have taken an interest in them personally and we have gotten to know each other better. They both have helped me do certain things after school and I've worked with them on an individual basis."

School Staff Responses to "Does EDP improve children's behavior in the regular school classroom?" (page 18)

King-- "Increased motivation, self-direction, interest, student-pupil relationships."

Irvington-- "Some children who have had reading instruction in the EDP and have met with success appear to behave better than previously."

Humboldt-- "In the grooming class the girls have learned how to care for themselves, their clothing, their hair, and are trying to project a better personality. They also show consideration toward others as well as cooperation to the instructor."

School Staff -- "In what condition is your classroom the next morning?"
(page 21)

Sabin-- "The equipment is orderly but the desks are frequently sticky. Remove material or equipment that is used in daily classroom into a locked room."

King-- "Not in the condition in which I would leave it myself, so to me it is not satisfactory."

Humboldt-- "When I did allow use of my room it was a mess the next day and often things were missing."

"They have not used my room, but I have seen what has been done in Rooms 20 and 6. The district cannot afford the destruction and the children cannot afford learning destructive behavior."

"In most of the rooms we find satisfactory conditions; however, we have some complaints concerning some of the materials and books being misplaced in some of the rooms."

Community Agents -- "What kind of community resources might help this program?"
(page 22)

Boise-- "Extended day program children use the parks in the area."

Buckman-- "Have worked with FACT, the local anti-poverty agency, St. Francis and Centenary-Wilbur Churches, two very involved churches in our area. Suggest that another resource might be other churches which have fleets of buses."

Eliot-- "Park Bureau, YMCA, Albina Art Center."

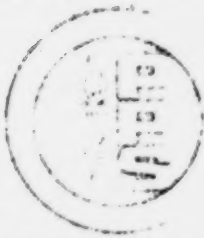
Irvington-- "neighborhood businesses; neighbors to share different cultures."

King-- "senior adult services, League of Women Voters."

Sabin-- "more parent involvement in actual program."

Vernon-- "Volunteer aides, free field trip transportation, Park Bureau."

Woodlawn-- "A fenced garden site would be most helpful; places within walking distance that would be of interest to children."



PORTLAND PUBLIC SCHOOLS

631 Northeast Clackamas Street / Portland, Oregon 97208

Phone (503) 234-3392

DISTRICT PROGRAMS

Edwin Schneider
Superintendent's Associate

MEMORANDUM

May 11, 1972

To: Pat Sposito

From: Edwin Schneider

Subject: Extended Day Care Programs

It seems appropriate that we indicate the affirmative measures we have taken, and expect to take, in response to your evaluation of Extended Day Care Programs. While it would appear that some observations in your preliminary report are appropriately challenged by Dr. Hughley and Jean Haynes, by and large we believe that your evaluation suggests areas and ways in which we can strengthen that important program.

1. Building Program Directors -- Perhaps of greatest importance in improving our program is the appointment of directors who are committed to this program and who will devote sufficient time and priority to assure the kind of building leadership which is required. We shall therefore, as a matter of first importance, require that each building program director be assigned approximately half time, either from the staff or especially employed in terms of both objective qualifications and in terms of understanding and commitment to the program.
2. Relationships within Buildings -- Though we all recognize the sensitivity of using space in classrooms which teachers utilize most of the day, we shall work with principals and teaching staffs in increasing their understanding of the program, their recognition of its importance, and their willingness to share space with it. We shall insist that adequate space be made available at all times. Beyond this however, it is equally clear that the Extended Day Care workers must leave the facilities which they use in the same condition in which they find it -- with the exception, of course, that the custodial work will be done by the building custodians.

3. Training Program -- There is no doubt that the directors and aides must have adequate preservice and inservice training. We shall undertake this within our organization and continue to utilize the resources of the Community College. We shall seek further funding assistance to strengthen both aspects of this program. Such preservice and inservice programs will be mandatory.
4. Custodial Services -- Obviously custodians are to provide service for school programs and are not to determine those programs. We will explore the possibility of having some custodians work later shifts in order to accommodate the Extended Day Care programs and not limit their activities simply because an area has already been cleaned.
5. Office Space -- Though it may not be possible because of space limitations to reserve exclusively an office area for the building director, we will assure that the director has a fixed area from which to base his operations.
6. Communication -- Because communication between all personnel affected with this program is vital, the Inter Area Programs office will conduct regular meetings with the program directors and, as necessary, with principals, and work with them in assuring an adequate variety of programs and adequate planning and supervision.
7. Salary Guides -- There are complexities involved in developing a salary guide for the aides who work in the program comparable to teacher aide positions. Nevertheless, we shall discuss this problem with the Personnel Department, seeking to provide a satisfactory scale.
8. Student-Adult Ratios -- Our present student-adult ratio is approximately 1:10. In our conversations with staff and from our observation, this, in most instances, is adequate as indicated in the federal interagency guidelines. We find that for older children, a higher ratio is no problem.
9. Program Development -- As we indicated above, we will, through the assignment of half-time directors, place a major burden of program development on their shoulders, in cooperation with the office of Inter Area Programs. Without committing ourselves to one particular type of program, we assure that there will be a variety of program approaches, some more formal than others, but all designed to bring choices in activities in all buildings.

10. Other Personnel Problems -- We quite agree that in each program there should be some men employed if possible. We will explore further the hiring, for example, of college students and reducing the number of professional people we hire to make the money available to have flexibility in choice of personnel from outside the District.
11. Administrative Responsibility -- Although the building principal must be directly responsible for all programs within his building, we expect that the Inter Area Programs office will play a more directive role in assuring adequate and diverse programs and staff performance through meetings, through training, through on-site visitations, and through direct contacts with area administrators.

As we undertake the above steps we shall of course continue to appraise their effectiveness. Obviously some of these will be simpler to implement than others but we recognize them all as promising approaches in strengthening the Extended Day Care Programs.

ESchneider

ES
md

CC Dr. Kleiner
Dr. Doherty
Dr. Hughley
Ms. Jean Haynes

Summary Sheet
EXTENDED DAY PROGRAM - SUMMER, 1972
APPENDIX G

SCHOOL	LENGTH OF PRO- GRAM	HOURS OF OPERATION	# OF CHIL- DREN	AGE SPAN OF CHILDREN	STAFF COMPOSITION	TRANS- PORTATION	SPACE	PROGRAM DESCRIPTION	TYPE OF MEALS	PHONE SERVICE
BOISE	*6/12- 8/18	7 a.m. 6 p.m.	62	4-11 yrs; 50% 6 & 7 yr. olds	1 Director 1 Teacher 1 T. Aide 7 NYC	BEEP Vans	Adequate	Rotate children of different ages through organized activities. Arts and Crafts, Game room, movie and TV room, music and nutrition classes. Outside activity: park or playground	Hot Lunch	Yes
BUCKMAN	6/12- 8/25	7-9 a.m. 12-6 p.m.	50	80% 1st - 4th grad- ers	1 Director 2 Teachers 1 T. Aide 1 Stud. Aide 1 NYC	Lease 1 BEEP Van	Adequate	Children are divided into three groups according to age. Staff have respon- sibility for group and activities (arts and crafts, drama, music, science, and outside activities). Children can use Buckman pool.	Cold Lunch	A.M. on
ELIOT	6/12- 8/25	7-9:30 am 11-6 p.m.	50	K = 18; 1st, 2nd, & 3rd=32	1 Director 4 T. Aides 1 Volunteer	--	Fair	The children are divided by ages into three groups - K and 1st graders take nap after lunch. Remainder of day: free play - outside and organized games, coloring, and table games.	Hot Lunch	**A.M. (SS only)
HUBBOLDT	6/12- 8/25	7-9 a.m.	72	K & 1st = 19 2nd & 3rd = 25 4th & 5th = 20	1 Director 4 T. Aides 1 Stud. Aide 8 NYC 4 Volunteers	Lease BEEP Vans	Adequate	Division by age groups. Children rotate three activities: art, science, gym, math and reading, nutrition, knitting, dance (ballet and creative), outside activities, bowling - Friday p.m.	Cold Lunch	Yes
IRVINGTON	6/12- 8/25	12-6 p.m.	85	1-7th graders	1 Director 1 Teacher 2 T. Aides 3 Stud. Aides	Rental of school bus after SS	Adequate	Each adult has program responsibility for specific age group. Activities include: arts and crafts, games, walking trips, TV viewing, movie and physical activities. Some swimming - Dishman Center.	Hot Lunch	Yes
KING	*6/12 8/18	12-6 p.m.	90	4-13 yr. olds	1 Director 9 T. Aides 20+ NYC	Lease BEEP Vans	Good	Four groups of children - rotate every hour to different activities; games, arts and crafts, TV and quiet room, P.E., typing and shorthand. Field trips almost daily. Swimming Tues. & Fri. p.m. Tennis daily.	Hot Lunch	Yes

APPENDIX G Continued

SCHOOL	LENGTH OF PRO- GRAM	HOURS OF OPERATION	# OF CHIL- DREN	AGE SPAN OF CHILDREN	STAFF COMPOSITION	TRANS- PORTATION	SPACE	PROGRAM DESCRIPTION	TYPE OF MEALS	PHONE SERVICE
SABIN	6/12- 8/25	7-9 a.m. 12-6 p.m.	50+	Primary	1 Director 2 Teachers 4 T. Aides 1 Stud. Aide 7 NYC	Lease BEEP Vans and School Bus	Adequate	Activities are: free play, cooking sym, story hour, arts and games, typing and library	Cold Lunch	Yes
VERNON	6/12- 8/25	8 a.m. - 6 p.m.	135	Majority 8-10 yr. olds	1 Director 1 Teacher 6 T. Aides 17 NYC	PM use of school bus	Adequate	Groups rotate through planned activities. Use Alberta Park for outside activities, field trips, arts and crafts, leather craft. (Groups divided by age - 5 & 6, 7 & 8, 9+)	Hot Lunch	Yes
WOODLAWN	6/12- 8/25	8-9 a.m. 12-6 p.m.	66	30 = 1st 2nd, 3rd; 28 = 4th, 5th, 6th; 8 = 7th & 8th	1 Director 2 Teachers 4 T. Aides	Use of Staff cars	Poor	Activities: swimming, crafts, games, walks and vegetable gardening, science, reading and sports	Cold Lunch	AM (SS only)

*Boise and King closed one week early as they had remained open during Christmas and spring vacations and also during the special May session.

**Between 7/17/72 and 8/21/72 the school offices were closed as principals and secretaries were on vacation.

APPENDIX H

Community Resources

Boise

Unthank Park
Dawson Park
North Branch YMCA - swimming
Eagle Creek Park
Laurelhurst Park
Washington Park
Mt. Tabor Park
Pier Park
Peninsula Park
Oregon State Extension - nutrition classes
Overlook Park
Irving Park
Bonneville Dam

Buckman

Miller Circus
Lipenstein Circus
South Park Blocks
Laurelhurst Park
Colonel Summers
Forecourt Fountain
Lovejoy Fountain
Mt. Tabor Park
Washington Park
Creston Park
Zoo
Mt. Scott Skating Rink
St. Francis Carnival
Unthank Park
St. Francis Park
"Truckin" Wilshire Park
Puppet Show
Junior Museum
Lair Hill Park
Elk Rock Island
Private Park - Skyline Rd. and Germantown Road (private property)

Eliot

Matt Dishman Center
Swimming, arts and crafts, sing-a-long
N.E. Assembly of God (kidorama)
Movies, games, prizes, ice cream, singing
Vernon Child Care Center
Games, talent show, style show
Albina Park
Park bureau had a puppet show for the children in the park
one afternoon
Lloyd Center
The second week of August we attended for one day (1 hr.) a magic
show that was presented on the mall at the Lloyd Center

Humboldt

Laurelhurst Park
Peninsula Park - swimming
Unthank Park - picnics
MacIver Park
Senior citizens - knitting
Albina Art Center
Grocery stores - consumer practice
Water sampling - test water for phosphates
Factories - view pollution control
Circus
Horseback riding
Rooster Rock

Irvington

Zoo
Ladybug Theatre
Multnomah Falls
Farrell's*
Champoeg Park
Ainsworth Park*
Dabney State Park*
Blue Lake Park*
Peninsula Park*
Alberta Park*
Columbia Park*
Pier Park*
Ice skating - Lloyd Center*
Roller skating - Oaks Park*
Oaks Amusement Park*
Clay Park*
Sellwood Park*
Movies - Orpheum (Walt Disney Movies)*
Movie - Broadway (The Munster Family)
Knott Street Community Center*
Grant High (swimming)*
Fishing (lake near the airport)

*Attended these places more than once.

King

Irvington Park
Alberta Park
YMCA (north branch)

Sabin

Dishman Center (swimming)
Irving Park (tennis)
Miller and Johnson Circus sponsored by the Portland J.C.'s
held at the P.I. building

Sabin (cont'd)

Laurelhurst Park (picnics)
Pier Park (cookout)
Oxbow County Park (cookout, hiking)
Champoeg State Park (picnic, hiking)
D.A.R. Pioneer Museum
4-H nutrition class
Roseway Theatre

Vernon

Alberta Park
Peninsula Park
Laurelhurst Park
Washington Park
Mt. Scott - roller skating
YMCA
Grandma's Cookies
McIver Park
Columbia Park - swim
Matt Dishman Center - box and swim
Buckman - swim lessons
OMSI
Zoo
Forest ranger station
Airport
Fishing - Sauvie's Island

Woodlawn

Blue Lake Park
Alberta Park
Peninsula Park
Unthank Park
Pier Park
Ainsworth Park
Oneonta Gorge
Mr. Whitlow - Extension office
NYC office (placing boys)
Dwyer Lumber Co. (Lombard)sawmill for hardwood scraps
Brother's Box Factory - for paper scraps
Skyways - Troutdale airport
Halton Tractor - field trips

APPENDIX I

Job Descriptions

Extended Day Program

JOB DESCRIPTION

EXTENDED DAY DIRECTOR - SUPERVISED CHILD CARE PROGRAM FOR SCHOOL-AGE CHILDREN

POSITION SUMMARY

The Director for each school center is responsible to the Building Principal and the Coordinator for supervising and coordinating the activities of the Supervised Child Care Program for school-age children (ages 5 - 13 years) during the period before school, immediately after school and other designated periods when school is not in session.

RESPONSIBILITIES

Supervising personnel and programs and providing coordination for the daily operations of the school center.

Assisting in recruiting and orientation of staff.

Recruiting and enrolling children in the Program.

Planning the program and scheduling of activities for the school center.

Establishing coordination with parent advisory committee for program planning and community relations.

Relating to and communicating with and between people regarding the program (such as teachers, parents).

Establishing the feeling of working together as a team for the benefit and growth of the children involved.

Assisting in preparing budgets.

Assisting in recruiting, orientation, professional growth of staff.

Maintaining records, compiling information and preparing reports, as requested.

Working with the children in the program when not needed for supervision.

Performing any other related duties and/or requests necessary to the full accomplishment of the Program's objectives.

Fulfilling the above, in cooperation with the Office of Inter-Area Programs.

EDUCATION AND EXPERIENCE

B.A. Degree in education, social work, psychology, child development or related field preferred, though not required. Oregon certificate for teaching in elementary schools desired, though not required.

2 - 4 years experience may be substituted in lieu of B.A. Degree.

Prior experience in administration desirable

It is important that the Director have a good knowledge of child growth and development or related field, and have had successful experience working with school-age children from low income neighborhoods.

Priority shall be given to persons from the communities served by the school centers, wherever possible.

Full or part-time school administrators in Portland Public Schools not eligible.

SALARY AND FRINGE BENEFITS

Positions for full-time employment salary range - \$6,000.00 to \$14,080.00 (depending on training and experience - to be determined by Personnel Services).

Half-time to full-time September 1, 1972 - June 1, 1973; Full-time June 3 through August 31, 1973 (dependent on continued federal funding).

Effective date of employment: September 1972.

Fringe Benefits: Partially paid hospital and medical insurance; cumulative sick leave; paid vacation; paid holidays; State Industrial Accident coverage; Public Employees Retirement System; Social Security.

APPLICATION PROCEDURES

Letters of application including complete resume of work experience and educational background should be sent by August 18, 1972 to Personnel Services, Portland Public Schools, P.O. Box 3107, Portland, Oregon 97203. Following review of resumes, selected candidates will be contacted for interviews during the latter part of August.

Equal Opportunity Employer

JOB DESCRIPTION

CHILD CARE WORKER A -- SUPERVISED CHILD CARE PROGRAMS FOR SCHOOL-AGE CHILDREN

POSITION SUMMARY

The Child Care Worker A, under the supervision of a school administrator, Building Program Director and Child Care Worker B, is responsible for performing a variety of classroom, clerical and recreational activities in support of the Supervised Child Care Programs. A Child Care Worker A, with special knowledge and experience, may be responsible for activities in the program. They share in the routine duties of the program, either before or after school or other designated periods when school is not in session.

RESPONSIBILITIES

Performing general clerical duties such as preparation and distribution of Instructional and Recreational materials, filing, maintenance of records and typing.

Providing for the physical welfare and safety of the children.

Under general directions of the Building Program Director and Child Care Worker B, aiding and assisting individuals or groups of children in learning activities such as spelling, use of educational and recreational aides, physical education programs, reading and other instructional activities.

Operating audio visual equipment.

Performing minor house-keeping duties.

Willing to participate in orientation and training for staff of Supervised Child Care Programs.

Performing other related duties and/or requests necessary to the full accomplishment of the programs' objectives.

EXPERIENCE AND EDUCATION

Preference will be given to residents of the area served by each school center. Aides must be able to work with children. High school education or equivalent is desired.

SALARY

Depending on training and experience.

Beginning at \$2.35 per hour to \$3.10 per hour.

Effective date of employment: September 1972

APPLICATION PROCEDURES

Letters of application including complete resume of work experience and educational background should be sent by August 11, 1972 to Personnel Services, Portland Public Schools, P.O. Box 3107, Portland, Oregon 97208. Following review of resumes, selected candidates will be contacted for interviews during the latter part of August. Equal Opportunity Employer.

JOB DESCRIPTION

CHILD CARE WORKER B -- SUPERVISED CHILD CARE PROGRAM FOR SCHOOL-AGE CHILDREN

POSITION SUMMARY

Child Care Worker B is responsible to the Building Program Director for developing and conducting learning experiences for children in the age range of 5 to 13 years, either before or after school or other periods when school is not in session.

RESPONSIBILITIES

Depending upon individual skills, Child Care Worker B will organize and supervise activities for children in the following areas:

- a. Library, including homework assistance, recreational reading, film strip and motion picture viewing.
- b. Physical fitness, including intramural sports, dancing and swimming.
- c. Recreation, including table games and selected television viewing.
- d. Arts and crafts.
- e. Fine arts, including music, painting, drawing and sculpture.
- f. Youth organizational activities, including 4-H, scouting and others.
- g. Other general activities designed to enhance self-concepts, improve personal grooming and increase motivation and aspirations.

Providing for the physical welfare and safety of the children.

Willing to participate in orientation and training for Supervised Child Care Programs, as required.

Performing other related duties and/or requests necessary to the full accomplishment of the program's objectives.

EXPERIENCE

At least 2 years of college work required or the equivalent in experience of working with school age children from low income neighborhoods. One (1) year of experience may substitute for 1 year of college.

Some knowledge of child growth and development.

Ability to work with children, ages 5 - 13 years of age.

Training and experience in a specific skill area (such as crafts, art and music) is desirable.

SALARY

Salary Range - \$3.10 per hour to \$3.78 per hour.

Effective date of employment: September 1972

APPLICATION PROCEDURES

Letters of application including complete resume of work experience and educational background should be sent by August 11, 1972 to Personnel Services, Portland Public Schools, P.O. Box 3107, Portland, Oregon 97208. Following review of resumes, selected candidates will be contacted for interviews during the latter part of August. Equal Opportunity Employer.

APPENDIX J

EVALUATION
 PRE-SERVICE ORIENTATION
 KING SCHOOL

EXTENDED DAY PROGRAM WORKSHOP
 August 28-30, 1972

*Please rank response
 on a scale of 1 to 5
 with (1) as high and
 (5) as low.

Presentation	*Better Understanding of Ext. Day Program	*Provided me with skills to do my job	*Need more informational training	Comments
Monday				
1. "Challenge of the Extended Day Program" - Dr. Ivan Inger	(1) = 20* (2) = 9 (3) = 4 (4) = 6 (5) = 6 <u>41</u>	(1) = 15 (2) = 8 (3) = 7 (4) = 8 (5) = 2 <u>40</u>	(1) = 13 (2) = 6 (3) = 4 (4) = 3 (5) = 1 <u>27</u>	
2. Role of PPS as Ext. Day Program - Dr. R. Hughley	(1)=8 (4)=0 (2)=6 (5)=5 (3)=3 <u>22</u>	(1)=6 (4)=1 (2)=5 (5)=6 (3)=3 <u>21</u>	(1)=6 (4)=1 (2)=2 (5)=4 (3)=0 <u>13</u>	Total: (1)=2 (1)=2 (1)=6 (2)=8 (2)=8 (2)=7 (3)=6 (3)=2 (3)=6 (4)=4 (4)=1 (4-5)=0 (5)=0 (5)=1 <u>19</u> <u>20</u> <u>14</u>
Role of 4-C - Ms. Jackie Kling	(1)=6 (4)=5 (2)=3 (5)=3 (3)=5 <u>22</u>	(1)=4 (4)=7 (2)=3 (5)=3 (3)=3 <u>20</u>	(1)=4 (4)=3 (2)=1 (5)=2 (3)=3 <u>13</u>	
Tuesday				
1. Program Planning - Ms. Ruth Fandrich	(1)=15 (2)=6 (3)=8 (4)=1 (5)=10 <u>=40</u>	(1)=11 (2)=7 (3)=6 (4)=3 (5)=9 <u>=36</u>	(1)=9 (2)=2 (3)=7 (4)=2 (5)=9 <u>=29</u>	
2. Workshops				
a. P.E.	(1)=27 (2)=4 (3)=5 (4)=2 (5)=4 <u>=42</u>	(1)=26 (2)=7 (3)=4 (4)=3 (5)=2 <u>=42</u>	(1)=19 (2)=4 (3)=3 (4)=0 (5)=2 <u>=28</u>	
b. Arts and Crafts	(1)=18 (2)=8 (3)=5 (4)=4 (5)=7 <u>=42</u>	(1)=14 (2)=8 (3)=7 (4)=2 (5)=8 <u>=39</u>	(1)=11 (2)=3 (3)=3 (4)=7 (5)=5 <u>=29</u>	
c. Special Interests	(1)=25 (2)=8 (3)=4 (4)=2 (5)=2 <u>=41</u>	(1)=22 (2)=9 (3)=6 (4)=3 (5)=0 <u>=40</u>	(1)=13 (2)=6 (3)=4 (4)=3 (5)=3 <u>=29</u>	
d. Behavior and Discipline	(1)=28 (2)=7 (3)=5 (4)=1 (5)=1 <u>=42</u>	(1)=21 (2)=9 (3)=6 (4)=2 (5)=1 <u>=39</u>	(1)=13 (2)=6 (3)=5 (4)=2 (5)=3 <u>=39</u>	

Presentation	*Better Understanding of Ext. Day Program	*Provided me with skills to do my job	*Need more informational training	Comments
e. Language Skills and Communications	(1)=14 (2)=9 (3)=7 (4)=2 (5)=5 =37	(1)=15 (2)=10 (3)=4 (4)=2 (5)=3 =34	(1)=9 (2)=5 (3)=9 (4)=0 (5)=4 =27	
f. Special Workshop for EDP Directors	(1)=5 (2)=1 (3)= (4)= (5)=1 =7	(1)=5 (2)=2 (3)= (4)= (5)=1 =8	(1)=3 (2)=1 (3)=1 (4)= (5)=1 =6	
<u>Wednesday</u>	(1)=23 (2)=7 (3)=4 (4)=0 (5)=1 =35	(1)=21 (2)=9 (3)=1 (4)=1 (5)=1 =33	(1)=10 (2)=9 (3)=2 (4)=1 (5)=3 =25	
1. Family Involvement				
2. Music Workshop	(1)=15 (2)=6 (3)=10 (4)=3 (5)=4 =38	(1)=16 (2)=7 (3)=8 (4)=3 (5)=1 =35	(1)=11 (2)=4 (3)=6 (4)=2 (5)=4 =27	
3. Staff Meetings	(1)=23 (2)=5 (3)=3 0	(1)=16 (2)=4 (3)=3 (4)=2 (5)=1 =26	(1)=11 (2)=1 (3)=5 (4)=2 (5)=1 =20	

General Information

1. What did you think of the King School facilities for the workshop?

- a) Cafeteria: 16 ☐ Good 20 ☐ OK ☐ Poor
- b) Workshops 36 ☐ Adequate 3 ☐ Inadequate
- c) Coffee service 35 ☐ Adequate 2 ☐ Inadequate

2. Length of day: 9 ☐ Too long 24 ☐ Just right 1 ☐ Too short
+ 1 Monday 1 Tues. & Wed.

3. Materials for Extended Day Program (PACKET):

33 ☐ Sufficient 5 ☐ Insufficient

4. Coffee breaks and lunch hour:

☐ Too long 41 ☐ Just right ☐ Too short

5. Number of participants:

Workshops: 4 ☒ Too many 32 ☒ Just right 2 ☒ Too few

6. Extended Day Program Position: (as of 9/5/72)

8 ☒ Director of EDP

17 ☒ Child Care Worker B

7 ☒ Child Care Worker A

1 ☒ Other: (Please identify)

1 Don't know

34/42 Many staff did not know their classification at workshop.